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A participant-observer evaluation of an inservice teacher workshop.

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A PARTICIPANT-OBSERVER EVALUATION
OF AN
INSERVICE TEACHER WORKSHOP

A Dissertation Presented
by
Paul Fletcher Green

Submitted to the Graduate School of the
University of Massachusetts in
Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF EDUCATION

February 10, 1970

Major Subject: Administration

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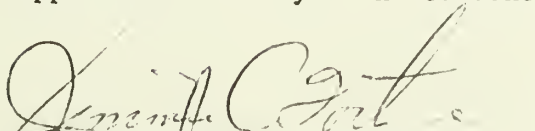
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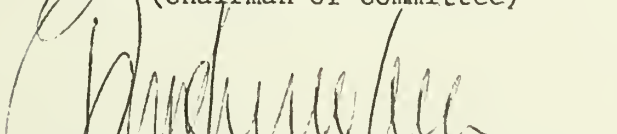
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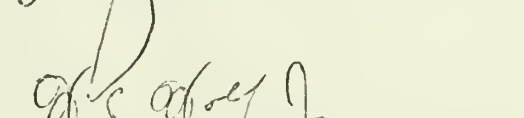
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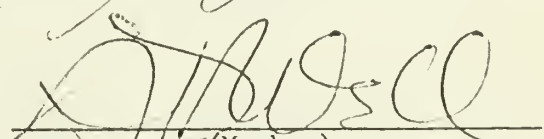
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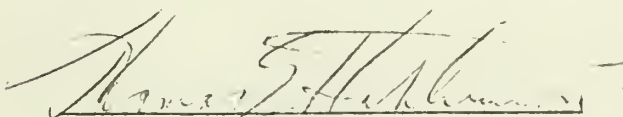

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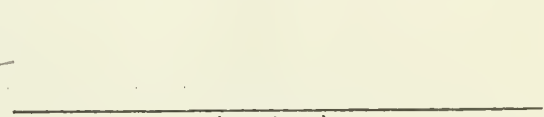

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My thanks are also extended to Miss Beth Current for her loyal assistance. I owe a special debt of gratitude to Miss Sandra Graham for her sound counsel and perspective.

Finally, to my wife Carol, a simple thanks is insufficient in exchange for her personal sacrifice and unswerving loyalty.

PREFACE

The purpose of this study is to establish a replicable methodology for the evaluation of workshops by means of a thorough ecology of a particular workshop. As the results of such a close scrutiny can appear unduly critical, comment need be made here regarding problems inherent to all workshops and the effect of these problems on evaluative research.

With the growing number of changes recommended for American Public School Education today, there has been appropriate focus on the re-education of teachers. One way of doing this is through college course work. However, college courses in attempting to help all teachers in all instances must of necessity be general in nature. To solve this shortcoming, the inservice workshop has come into common use to insure that the subject matter imparted has specific relevance in enabling teachers to fulfill performance objectives of the school system to be served. This implies, unfortunately, that workshops provide a somewhat more ideal method of teacher instruction than is the case. The fact of the matter is that workshops have "built-in" problems which are nearly insurmountable. Samples of these problems are as follows: There may be negative feelings based on the fact that attendance is rarely completely voluntary. The workshop objectives come from the administration, and hence are often imposed upon the participants. Particular skills needed in the presentation of the workshop subject matter are often lacking. That participants have differing abilities is rarely taken into account.

When one notes that these represent only a few of the problems inherent in workshops, it is surprising that they succeed in fulfilling performance objectives as well as they do!

On the other hand, research comprised of a study of workshops tends to record its evaluations in a critical manner. Although it is only proper that a workshop evaluation point out weaknesses, it should do so carefully within the context of a recognition of problems common to all workshops. In other words, the criticism should be directed only at that which is reasonably preventable.

This study consists of a comparison of three types of evaluations of a particular inservice workshop at a Regional Junior High School in Massachusetts. Its purpose, then, is to establish a replicable evaluation methodology for workshops. The leaders of this workshop found the same difficulties which confront all workshop leaders. Despite the fact that some chapters in this study seem critical, this was the best workshop of my experience in terms of fulfilling its performance objectives.

In order to preserve the privacy of all persons related to this workshop, it is stated as taking place in "X" Regional Junior High School, in the town of "Y", Massachusetts. In similar fashion, persons are identified alphabetically as follows:

Team 1 Resource Centers

Mr. "A" - Superintendent of Schools

Mr. "B" - Assistant Superintendent

Mrs. "C" - Coordinator of the Individual Study Center

Mr. "D" - An Elementary School Principal

Team 2 Micro-Teaching and Dial Laboratory

Mr. "E" - Junior High Audio-Visual Technician

Mr. "F" - Vice Principal of the High School

Mr. "G" - Junior High Audio-Visual Technician

Team 3 Human Relations and Evaluation

Mrs. "H" - School Psychologist

Mr. "I" - Director of Pupil Services

Mr. "J" - Coordinator of Language Arts

Miss "K" - An Elementary School Principal

Mr. "L" - A Guidance Counselor

Mr. "M" - Director of Adult Education

However, to insure that the leadership would have an opportunity to profit from this evaluation, three copies were furnished the Superintendent complete with true names.

The style of paragraphing and footnoting is basically that furnished by the University of Chicago. Therefore, the sources in the bibliography are numbered so that footnotes are simply the source numbers in parentheses.

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INTRODUCTION

Problem Statement

With the growing number of changes recommended for American Public School Education today, there has been a concentrated effort towards the re-education of teachers. This is particularly true since Sputnik made its impact on mathematics and science curricula and now that the National Defense Education Act (N.D.E.A.) and Elementary and Secondary Education Act (E.S.E.A.) funds are available for new programs. Faced with the problem of teacher re-education, many school superintendents have turned to inservice training by means of workshops. The advantages of this methodology are chiefly that workshops are relatively inexpensive and can guarantee relevance to designated local school system needs.

The fact that such inservice training methods are in wide use is very evident in the literature. One can hardly peruse any issue of the leading educational journals without being besieged with articles relating to workshop success. However widespread their use, it is difficult to assess the effectiveness of inservice workshops. The literature suggests that most attempts at evaluation have been informal, and at best, analyses of changes in teacher knowledge of content and of changes in attitude as measured in tests.

Such changes do not in any way guarantee fulfillment of the primary performance objective of altering teacher behavior in the classroom after the workshop is over. As Donald Medley and Harold Mitzel point out, "It is rare that there is any systematic evaluation of the outcomes of such activity in terms of either teacher or student behavior". (19:247)

The problem, then, which this dissertation confronts is the measurement of the effectiveness of inservice teacher workshops. Specifically, the task is to establish a replicable methodology for such evaluation so that a superintendent may know whether such efforts have been a success. Success or lack of it then is the "product" of the workshop. However, the "process" of the workshop, that is the totality of participant-leader interactions, is even more important. If the workshop is a success, it is of paramount importance to know why so that these success ingredients may be repeated in later workshops. Conversely, the reasons for failure rather than the fact of failure must be known.

It should be noted that evaluative methodology may vary according to the performance objectives of those planning workshops. For example, if a workshop's sole objective were to increase teacher knowledge, a pre- and post-workshop test to measure whether or not this occurred would be sufficient. This study recognizes that there may be many "process" and "product" variables of importance to those planning workshops, and is comprehensive in order to demonstrate a complete evaluation.

This study, then, demonstrates a replicable model for workshop evaluation by means of a detailed study of a particular workshop conducted at "X" Regional Junior High School during the summer of 1969. Three different methods of evaluation were applied to the same workshop to insure an objective comparison. The three methods are as follows:

1. Statistical: As most workshop evaluation consists of analysis of pre- and post-testing, this commonly used method of evaluation is primarily designed to assess the product of the workshop.
2. Participant-Observation: This methodology is borrowed from the social sciences. It consists of an ecology, that is the study of the interrelationships between living organisms and their environment. In this instance, the former are teachers and the latter is the workshop. It was felt that this method would give information regarding the process of the workshop.
3. Case Study: This method is also borrowed from the social sciences. It furnishes a close look at how a sample from the participants reacted to the workshop. It is concerned with the process of the workshop in its interest in participant personality in interaction with the workshop events. It further furnishes a perspective on the product of the workshop by a focus on changes in behavior which can be attributed to the workshop.

This study makes a significant contribution to educational evaluative research. It is the first interdisciplinary comparison of evaluation methods in such a setting and opens the door to further exploration. On a very practical level, it furnishes a replicable evaluation model to workshop leaders which could profoundly improve the effectiveness of inservice training.

CHAPTER II

RELATED RESEARCH

Introduction

This chapter reviews the literature to assess the status of research into the evaluation of inservice training of teachers by means of workshops. There are three classifications of studies considered here.

The first classification to be considered is the model whereby behavior is interpreted in statistical terms. The result is that this removes the underlying variables from the context that results become misleading. For example, in statistical research dealing with workshops, the participants become de-humanized as their feelings and interactions are missing. They are generally massed into groups obscuring individual differences. (21:10)

The second classification to be considered is that furnished by the educational anthropologists. In this research, data are gathered by participant-observations of the daily life of the group studied. Here, the emphasis is on an analysis of the totality of the minutae of every day experiences. The limitation of much of this type of research is that it is frequently confined to a narrative of the process without investigating the possibilities of supplementary statistical data furnished, for example, by testing.

A third classification of research, also included in this chapter, is of studies of either general interest to the philosophy of the "Y" School System, or involve the performance objectives of the particular workshop studied. A review of ten studies in these three areas are presented in this chapter.

Statistical Studies

The Flanders (1960) Study (4)

This research is a report of a program conducted at the University of Minnesota in 1960. The methodology employed was a particular type of classroom observation to test hypotheses based on findings of previous research in Minnesota and in New Zealand.

In order to create a base, upon which behavior of a particular teacher could be compared with that of other teachers, categories to be used by observers for classification purposes were devised.

If a teacher was talking, observers decided if the statement was:

1. Accepting of student feelings.
2. Giving praise.
3. Accepting, clarifying, or making use of student ideas.
4. Asking a question.
5. Lecturing, giving facts or opinions.
6. Giving criticism.

If a student talked, these categories were used:

8. Student response.
9. Student initiation.
10. Resultant silence and confusion.

In addition to these categories, records were kept as to the length of teacher or student statements and responses. Further, the observers kept records of other classroom activity such as routine administration, settling down, cleaning up, evaluation of homework, student-teacher planning, class discussions, and whether work was done in groups or independently. This method of observation is called "interaction analysis" and attempts to be both an analysis of "spontaneous communication" and free of bias as to value judgment. It ignores right or wrong and accuracy of content coverage, concerning itself instead with verbal communication.

The hypotheses to be tested by such observation were:

1. Restricting student freedom of participation early in the cycle of classroom learning activities increases dependence and decreases achievement.
2. Restricting student freedom of participation later in the cycle of classroom learning activities does not increase dependence but does increase achievement.
3. Expanding student freedom of participation early in the cycle of learning activities decreases dependence and achievement is increased.

The sample was comprised of two sub-samples. One sub-sample was sixteen grade 7 English-social studies teachers and their classes.

The reason for this choice was that it was felt that there would be a wider range of teacher-influence patterns in those classes. The second sub-sample was sixteen grade 8 mathematics teachers and their classes from the same school population. (Reasons for this choice were not given)

Experimental controls were devised:

1. The observation period would be for two weeks.
2. Prior to the two weeks, the content to be covered was given to the teachers, but the pre- and post-testing instruments were not demonstrated.
3. Each teacher had access to the same resource materials.
4. The teachers were selected from a large urban area.
5. Pre- and post-testing of student achievement permitted gain in knowledge to be measured.
6. Observation occurred during the beginning, middle, and end of the two week period.

Observer controls:

1. Observers were trained for 12 hours to assure similar preparedness.
2. Observers were together in observation booths and could communicate with each other during observations.
3. Observers studied the previous research done by Ned Flanders in Minnesota and New Zealand.
4. Observers met together after each observation to compare notes.

In the course of this study, Flanders became aware that teaching interaction could be placed on a continuum of "directness"--a necessary step if freedom of participation was to be assessed in the testing of the three hypotheses. In order to measure the effect of directness as a variable, only those teachers who demonstrated a shift from direct to indirect or vice versa were considered, with prime consideration for those who appeared most flexible.

Results in terms of achievement:

1. Superior gain in student scores were found in classes with "indirect" teachers in both English-social studies and mathematics.

Results in terms of dependence:

1. Students were more independent in classes conducted by "indirect" teachers in both English-social and mathematics classes.

Results in terms of the three hypotheses:

1. Teachers who could provide flexible patterns of influence shifting from indirect to direct methodology created situations whereby students gained in achievement scores in both English-social studies and mathematics.

Critical Evaluation of This Study

One cannot help but be impressed by some aspects of Flanders' statistical analysis in his Minnesota research.

His creation of the "interaction analysis" process in attempting to place teacher-student classroom behavior on an objective scale is research that if carried out with sufficient controls could be very significant. Similarly, the role of directness may have implications on both teacher training and subsequent teacher behavior.

However, significant as are the goals of this research, it has methodological weakness which limit the generalizability of the findings in these ways:

1. The observers had studied Flanders' previous research and were aware of his interest in proving the three hypotheses. Such observers could be considered less than unbiased in terms of objectivity.
2. Subjective data, such as was gained by interaction analysis, do not justify statistical analysis.
3. Flanders could have had added a participant observation dimension to this research making it more meaningful. For example, if all pupil and teacher behaviors were analyzed, he could then have quantified and qualified his data justifying far broader generalizations than were generated by interaction analysis of a relatively few behavior generalizations. Further, the use of isolation booths for the observers may have constricted the student behavior in the classes.
4. The stated result in terms of the three hypotheses does not seem to relate directly to them.

Summary of This Study

If this research had combined Flanders' statistical knowledge with the flexible data gathering devices of the educational anthropologists, it would be of greater reliability in predicting teacher and student behavior. He would then have a combination of subjective and objective data.

The Litzinger - Visser (1958) Study (31)

The problem confronted by Litzinger and Visser is that of keeping vocational counselors "current" in terms of job requirements (individual ability and training) and job availability (industrial needs). This research was sponsored jointly by the University of San Francisco (U.S.F.) and Plans for Progress--a voluntary organization of American industry as part of equal opportunities for all employees research.

Procedure

A questionnaire was devised to elicit general and specific knowledge of experimental and control group participants regarding American industry pre- and post-workshop exposure. Specific information solicited was in these areas:

1. Demographic data on the participants.
2. Knowledge of individuals and companies.
3. Knowledge of specific job titles in five industries.
4. Educational preparation of a business nature.
5. A business periodical reading profile.

This questionnaire was administered to 42 vocational counselor participants from the San Francisco area. Three other groups were also administered this instrument as a control procedure. These groups were: (1) student leaders from the U.S.F. undergraduate body, (2) a randomly selected group of undergraduates at U.S.F. majoring in Business Administration, and (3) a randomly selected group from the third year (MBA) class at the same University. The pre- and post-test comparison was done with the experimental group which was exposed to a two week workshop.

Results

After the means, standard deviations and T scores were computed for all four groups, the results were as follows:

1. The experimental group had a significantly higher knowledge of the business world except in the area of finances.
2. Except for knowledge of public utilities, M. B. A. students and counselors were not essentially different.
3. There was no significant correlation between years of college and knowledge as shown in the questionnaire.
4. Outside experience correlated with company knowledge.
5. There was no correlation between job knowledge and course work.
6. Of the three control groups, business majors were more knowledgeable in all categories than campus leaders.

Conclusions of This Study

This research, according to its authors, indicated that neither teacher education nor guidance experience contributed significantly to knowledge about jobs, but that exposure to programs, even if only for two weeks duration, significantly improved knowledge. Over all, counselors were more knowledgeable than the other groups compared. Finally, that there is an essential need of more up-dating of counselor knowledge by short-term programs.

Critical Evaluation of This Study

There are weaknesses in design that do not enable its authors to come to their conclusions for these reasons:

1. Although no claim is made that the questionnaire relates to scientific inquiry or analysis, the authors treat it as if it were, in that it is the instrument used to attest the groups' knowledge.
2. There was no likeness to the four groups which could make the comparison of them in any way significant. Vocational counselors are presumed to have knowledge in the area of business opportunities; none of the others groups have any need to have this information.
3. There is no reason given why some groups were chosen randomly and others not; and for the latter, what criteria were used for selection.

4. No statement was made regarding whether the sample experimental group was representative of a large population of counselors from the same school. The fact that they volunteered for this program suggests a variable not taken into account.
5. No assessment was made as to whether the counselors made any use of the information gained in their work. Simply acquiring knowledge does not guarantee changed behavior.
6. It is difficult to see how the study related to at least one major problem as stated--that of providing equal opportunity for all employees.

Summary of This Study

This research does represent study into an area of relevance in terms of subject--the results of in-service training. Further, up-dating of vocational counselor knowledge is a problem of critical significance to that group's affectiveness.

The Marshall (1964) Study (34)

As mentioned in the introduction to this chapter, the advent of Sputnik has had far reaching implications in terms of mathematics and science curricula change and its accompanying re-training of teachers. J. Stanley Marshall's experience in Florida regarding PSSC physics is representative of research in this area.

Early in the Fall of 1958, Florida State University's Physics and Science Education Departments made plans to make available to high school physics teachers a special course in learning the PSSC approach so that it could be put into effect in public high schools the following year. This program was jointly sponsored by Florida State University and the Florida State Department of Education--the latter to be the liaison between the University and the public schools.

Operational Plan

Application was made to the National Science Foundation for support of three in-service institutes to be held in Miami (for Dade County), in Broadenton (to serve the eight counties in the Tampa Bay area), and in Jacksonville (to serve the north eastern part of the state). The National Science Foundation (N.S.F.) supported this application in financing the in-service training in those centers during the school year 1959-60. This left the crucial time period of the Spring and Summer of 1959 to both train institute leaders and to acquaint superintendents of schools in each county to be serviced by the program.

Therefore, there was a conference held in June, 1959 at Massachusetts Institute of Technology where all faculty members from Florida State University who were to conduct the in-service institutes were in attendance.

Further, all superintendents or their representatives from the areas to be served by the program met with Marshall and his teaching staff to discuss requirements for participation in the institutes, who should teach the course in their schools, how the new course would fit into the total science program, how parents would react, and how PSSC students would fare on College Entrance Examinations. Special emphasis was placed on superintendents both being convinced of the need for change and on the merits of the PSSC Program. The success of these discussions may be judged in part by the wide participation of high school faculties in the subsequent training programs.

These descriptions of the institutes were given the superintendents:

1. To be eligible a teacher must be scheduled to teach physics during the 1959-60 school year. (A stipend would be paid by N.S.F..)
2. Teachers would be encouraged to teach the new course with appropriate provisions made for scheduling, new books, and new equipment.
3. The institutes would operate full time during the last two weeks in August, and weekly from September to the following May.
4. The inservice course for teachers would be similar to such a course if given on campus.
5. Six graduate hours of credit would be given the teachers.

Suggested advantages of this approach:

1. The need to master material before teaching it is a strong motivational force with teachers.
2. Weekly meetings would add to teacher security in terms of airing problems brought about by the new course as the years progressed.
3. The relationship between teachers and the University would be strengthened.

Evaluation of the Project

1. The participating teachers were asked to fill out a questionnaire in May giving their evaluation of ten aspects of the course including: order of topics presented, usefulness of end-of-chapter problems, value of laboratory experiments, and time available to teach the content suggested. The choices were excellent, fair, poor and bad. Result--82% excellent or good, 15% fair, and 3% poor. There were no responses in the bad category.
2. A conference was held in April, 1961 where first and second year teachers could exchange views in small group discussion.
3. PSSC and regular student achievement was compared. Results: There were no significant differences in terms of year-end grades, but PSSC students achieved better grades when they later went to college.

Marshall indicates that further research needs to be done in the latter area.

Critical Evaluation of This Study

Greater communication between public schools, state University and State Department of Education was accomplished bringing about a genuine attempt to work out coordination problems on the high school level prior to the start of the new course. However, although this methodology is fairly typical of the in-service training of teachers in mathematics and science through the United States since 1958, there are weaknesses deserving of comment:

1. When administrators decide that a new course is to be taught, there are inevitable pressures on teachers to participate in in-service training. Therefore, the quantity of teachers participating guarantees neither that the teachers wished the institutes, nor that they felt that instituting PSSC to be a desirable goal.
2. Similarly, the evaluation questionnaire where so many teachers expressed enthusiasm is also suspect as the confidentiality of response is not mentioned.
3. No check was made the second year to ascertain whether this enthusiasm was sustained.
4. As the teachers were both paid and received course credit, their "excellent" response might only reflect that they enjoyed the institutes more than other part time employment.

5. No attempt was made to evaluate the institutes in terms of teacher behavior.
6. A participant observer approach to the data collection would have pointed out the "communication gap" difficulties in participant criticism based on superintendents' decisions to launch new programs. It would further point out accompanying pressure on teachers leading to imprecise data based on the questionnaires.

Educational Anthropological Studies

Cultural anthropology in its broadest sense includes ethnology--the study of living cultures. Education, then, is enculturation whereby each society transmits its culture to each new generation in terms of knowledge, skills, behavior, and attitudes.

The educational anthropologists' research contributes to this study in its focus on the components of a given culture and the role of teachers in the transmission of such culture. Hence, anthropology and education are intimately tied together.

A more important contribution of the anthropologist to educational research is its participant observer methodology of gathering data. As a result, much of the research contributions of the anthropologists are in terms of narrative description rather than statistical analyses. The narrative type participant observer format is observed in this study, giving relevance to this section of this chapter. (38)

The Spindler (1959) Study (39)

Spindler's research demonstrates the relationships of personality and culture to education in terms of the influence of teachers as cultural transmitters. As Spindler's methodology involves a combination of participant observation and case studies, it is relevant to this study.

During the four years prior to this publication, Spindler analyzed the responses of his students to an open-end sentence completion inventory with an accompanying paragraph describing their concept of the ideal American boy in order to assess attitudes toward cultural values. During the same time period, college professors' values were assessed using the same instrument.

From these data he found two value systems present in a sample of six hundred students and professors. Labeling them "traditional" and "emergent", he arranged them as follows:

<u>Traditional</u>	<u>Emergent</u>
1. Thrift	1. Sociability
2. Self-denial	2. Sensitivity to feelings of others
3. Delay of satisfactions	3. Sensitivity to needs of others
4. Value that hard work leads to success	4. Relativistic attitude toward morals
5. Absolute standard of morals	5. Pessimistic

6. Individual superior to
group

7. Optimistic

In addition to the problem that the members of his sample often appeared to have both traditional and emergent values, there was the dilemma caused by teachers growing up influenced by middle class traditional value structures and then attending college which leaned toward emergent categories. Spindler found that this traditional-emergent dilemma leads to solution by the choice of one on the four subsequent possibilities:

1. Feels the threat--response, to become more traditional.
2. Feels the threat--response, to avoid the conflict, overcompensates by becoming emergent. (Both 1, and 2. are narrow.)
3. Feels the threat--response, superficially accepts both traditional and emergent, but integrates neither.
4. Feels no threat--adjusts to the deficiencies in values and recombines aspects of both into a "creativity coherent synthesis".

Spindler then cites Jules Henry and Dorothy Lee, both of whom have done research in this conflict situation. From this research he gives examples of the unresolved value conflict evident in teacher behavior.

Spindler's use of case studies as instruments to support his contention that teachers' own cultural values affect their perception of student personality and ability is of interest to this study. This case study illustrates the methodology employed:

First, all relevant personal data were gathered regarding the cultural value structure of the young man--identified only as a fifth grade teacher. This investigation revealed that the subject was clearly of a traditional middle class background. Second, he was asked to state his professed aims in teaching. These stated goals were of transmitting knowledge, helping minimize student ability deficiencies, and helping them to express themselves clearly and in getting along with peers. He took pride in giving equal opportunity to each student and of being patently fair. His statements were consistent with observations made of him by fellow teachers and his superiors. He further expressed concern with teachers colleges which he felt were too permissively inclined toward students. At this juncture, he reflected the position, mentioned earlier, of a traditionalist who is threatened by emergent values and as a result has become even more traditionalist. Step three was to have this teacher fill out a form entitled "Information concerning the student" for each member of his class. Items on this form included previous academic performance, interests, health, and ambitions. A perfect score possibility was 10, whereas this teacher's score averaged only 3.2, a low performance in comparison with other teachers in the sample.

An analysis of each form indicated that he predicted well with families from middle and upper classes and very poorly in lower classes. This revealed apparent bias in contradiction to his expressed aims as a teacher. In listing the best adjusted children he listed only middle class or upper class children, and consistently felt that children from lower class families were maladjusted. When asked to list 25% of his class with whom he had the most effective relationship, again he picked middle class children. Other evidence indicated that this was accurate. However, this strengthened the indications of bias toward certain members of his class. When asked to name children who were popular with their peers, again he picked only middle class children; which data was contradicted by student sociograms.

In summary, this case study indicated a conclusion that cultural background may be a factor in teacher selectivity in terms of student interaction, and that other value structures present in teacher training do not always alter this phenomenon.

Critical Evaluation

In all of the research reported by Spindler, care is taken not to overstate the findings in a misleading way. He is careful to point out that teachers trained in Stanford, where he has done the bulk of his research, may not be representative of the country and that extreme care must be taken to ensure that an awareness of cultural dimension is not misused by accident or intent. Yet, criticism must be made of his statements which imply a generalization is possible even though he may have warned to the contrary.

By reporting only those teacher behaviors which support his hypotheses, he implies that this behavior is characteristic throughout the profession.

His use of case studies demonstrates an additional method of evaluation. However, in the case study cited, he did not attempt to find alternate causes for the teacher's responses other than cultural bias. It could be, for example, that lower class children were less well adjusted.

The Jackson (1968) Study (26)

That this book is included as related research is a testimony to the importance of educational anthropology. It demonstrates strategies for gaining comprehensive information relative to what actually happens in an in-service teacher workshop.

By way of personal philosophy, Jackson points out that the greatest bulk of research concerning what happens in the classroom is geared to the "unusual" events of the day rather than to mundane and pedestrian events, even though the latter comprise the greatest quantity of time. His approach, then, is to concentrate on the totality of the accumulated minutae of classroom experiences.

In order to accomplish a participant observer, role, Jackson once spent two years (while an adult with a mustache) as a kindergarten pupil in order to see how it feels to use the wrong scissors, wait in line for a drink, work on the bulletin board--but mostly wait.

It was in this role that he came to the conclusion that teachers do not treat all students alike and are discriminating by giving up on those who do not conform to accepted classroom standard.

Pointing out that schools share in common with prisons and mental institutions involuntary attendance causing an inevitability of experience, he focuses on the uniqueness of classrooms at all levels as environments for students. Special environments, he found, have special characteristics--crowds, praise, and power.

Considering the aspects of crowds, attention is given to the features of delay, denial, interruption, and social distraction as heretofore neglected but important variables. Praise, although certainly not a novel experience for preschoolers, gains a new dimension in school as student progress becomes public record in a social setting. Certainly, tests are not administered elsewhere in life with nearly the same frequency as is the case in classrooms. The realities of the inequalities of the power structure in life become glaringly apparent to the school child. At home, this discrepancy is softened with love, while at school impersonal relationships predominate.

Jackson reviews the student questionnaire type of studies done by Tennenbaum, Sister Josephine, Leipold, and himself in a discussion of whether students like school. It is of interest to note that these were subjective studies with no attempt to verify that the controls were such as to rule out student responses which might reflect their attempt to please examiners, or that the examiners might want to please Jackson.

It is of some significance, certainly, that in all of the studies cited, including those of college students, there was some dissatisfaction with school life.

Another device in gaining information used by Jackson in his research is that of interviews. The teachers chosen to be interviewed in this research were those who were, by general reputation, excellent teachers. With the purpose of finding out how they perceived the classroom, questions were asked in the areas of (1) How do you know when you are doing a good job in the classroom? (2) How do you react to the use of administrative authority over you? and (3) What are some of the personal satisfactions of being a teacher? The interviews were taped and lasted about forty minutes each. Teachers were aware both that they had a favorable reputation and that confidentiality would be observed. As the interviews progressed, the themes of immediacy, informality, autonomy, and individuality were integrated into the three questions.

The results of this research are stated clearly and frankly with many direct quotations by teachers when their reactions could be generalized for a large part of the sample. Of special importance is Jackson's treatment of his data. He does not state that a given percentage of participants reacted in a particular way or gave a particular response, but rather states his findings in a loose way such as that spontaneous expressions of interest and enthusiasm are among the most highly valued indicators of good teaching.

Critical Evaluation

In criticism of Jackson, the absence of any qualification of his data limits its utility in terms of generalizing his findings. He is apparently primarily interested in process rather than product, and process data with no product as a goal are of limited value.

However, his educational anthropological participant-observer approach to research has had a significant bearing on the methodology of this study in these ways:

1. Both studies are concerned with the minutiae of unobtrusive interactions of the participants.
2. Both studies use the interview as a method of gathering data.
3. Both studies utilize the narrative style.
4. Both studies are concerned with the affective domain of feelings and attitudes.

The Becker (1958) Study (3)

A researcher in the field of sociology, Howard Becker describes the role of the participant-observer as gathering data by being a part of the daily life of the group he studies, watching to see how they behave in ordinary situations. He does this by entering into conversations with some or all participants in these situations and discovers their interpretations of the events he has observed.

To illustrate the participant-observer approach, Becker discusses a longitudinal study of medical students. For the first two years, the observers attended classes including laboratory with cadavers, engaging in casual conversation at the school as well as even more informally at fraternity houses.

During the clinical years, they stayed with the students while examining patients, sat in discussion groups, and took part in oral exams. They ate with the students and went out on night calls with them. Observation progressed even into the intern and resident programs--delving into personal background and aspirations. (Students were aware of the observer role.)

This methodology is utilized in developing understandings rather than demonstrating relationships between sharply defined variables, thus generating hypotheses as well as testing already existing ones. When one has gleaned thousands of responses from such a study, there is the accompanying problem of analyzing them systematically so that the conclusions may be presented clearly. With this problem in mind, Becker suggests three stages in the analytic process:

Stage 1--Selection and Definition of Probable Concepts and Indices: At this stage, the observer looks for problems that provide, when solved, the greatest understanding of the group studied. Using the medical school research as an illustration, an intern had made a negative comment about a patient. This the observer put into frame of reference with a sociologic theory indicating a tendency of members of an institution to categorize members of another. Conclusions about such a single event also give leads as to items which may be tested as predictors or indicators of more subtle phenomena. Note, there is no attempt, at this juncture, to quantify this type of data. Still at this first stage, Becker suggests criteria for assessing evidence:

1. The credibility of informants.
2. Volunteered vs directed statements.

3. The observer-informant-group interaction which deals with the freedom of the informant to talk before the group or only privately with the observer.

Stage 2--The Frequency and Distribution of Phenomena: Having from stage 1 various problems, indicators, and concepts, there is a need to determine their worth. This the researcher must do by quantifying and qualifying data in terms of its being typical of the group. For example, there are differences between responses that may be identified as volunteered by the entire group, and volunteering and responding by parts of the groups.

Stage 3--Construction of Social System Models: This stage consists of combining individual findings into a generalized model of the social system studied. Typical conclusions at this stage are complicated by interrelationships among the many variables such as:

1. Complex statements of the conditions necessary to bring about a phenomenon.
2. A statement that some phenomenon is "important" to a group.
3. Statements of identification of a happening in terms of existing theory or suggesting the development of new theory.

Becker concludes his research with suggestions regarding the final analyses and presentation of results by rechecking strategies wherein these "quasi" statistical data are made as systematic as practicable.

Of keynote importance in assessment is the ability of the observer to conceptualize the problem while the evidence is being obtained to give direction to the conclusion of the balance of the study.

Critical Evaluation of This Study

This article of Becker's was the strongest influence on the methodology of this study. The only weakness apparent is that he presupposes that the participant observer technique must, apriori, stand by itself, when such methodology may be supplemented and strengthened by the selected use of statistical methods.

The Smith (1969) Study (37)

Louis Smith contributes many facets to the related research of this study in that he is a psychologist, an educational anthropologist, an expert in participant observer techniques, and above all a thorough researcher in the field of education.

"Classroom Ethnography and Ecology" is the narrative from a lecture given at the Association for School Curriculum Development (A.S.C.D.) 14th Annual Western Research Institute in San Francisco summarizing salient points from several of his projects. The first of these studies was the "Micro-Ethnography" of a classroom conducted in collaboration with William Geoffrey, one of his graduate students. The methodology was very simple. Smith simply sat in the back of Geoffrey's classroom, a grade seven urban class, and took longhand notes of all events, recitations, movement, and problems, mundane and otherwise.

These notes were supplemented by long taped summary observations and interpretations in a free association process whereby whenever an appropriate thought came to mind it was recorded on a portable unit. Geoffrey and Smith spent long hours in discussion in order to bring forth every perception, sensation, and idea connected with this teaching situation.

The long term goals of this research were to:

1. Make a careful description of what life was like in that classroom.
2. Provide a conceptualization of a theory of teaching which could be utilized in analyzing and investigating other classrooms.

These goals raised substantive and methodological issues:

1. A contract was defined as the teacher-pupil relationships. As time passed in this evaluation, several such contracts were noted: "If you don't bother me, I won't bother you" with an accompanying attitude of "If you'd failed 7th grade as many times as I had, you wouldn't do anything either." Significant factors in this boy's contract were his past record, truancy violations, and immediate reason for being in school-that of avoiding prison.
2. Credibility and Validity: The contract raised several points: the validity of ideas in this single case, and the validity of this model with regard to other teachers in other classrooms.

In order to determine validity on these two levels, Smith utilized Campbell and Fishe's approach of measuring a number of traits by a number of methods coming up with a multi-method, multi-person, multi-situation, and multi-variable matrix.

3. Quantification and Verification: The problem here described is the degree to which one may generalize (potency) throughout the field of teaching from particular case studies. For example, in the Geoffrey-Smith study, teacher awareness of students' interrelationships, such as what boy and what girl were going together, seemed to correlate with that teacher's depth in terms of differentiation or complexity in cognitive situations, and that teacher awareness leads to pupil esteem. To measure teachers awareness as a variable, a procedure was devised.

1. Teachers ranked their classes on the dimensions of popularity, arithmetic, and psycho-motor ability.
2. Pupils filled out a sociogram regarding popularity, took an arithmetic test and a psychomotor test.
3. Correlation between teacher ratings and pupil measures were computed.
4. Coefficients of correlations were converted into scores to form a score of teacher awareness.

The sample was 69 rural, urban, larger, and small town classrooms from three states.

The result was a significant correlation between cognitive components and teacher awareness, and a significant correlation between teacher awareness and pupil esteem.

4. Analysis of the Environment: As ecology by its definition is a study of the relationships between living organisms and their environment, it logically follows that the study of humans must be accompanied by an appropriate study of their environment.

Critical Evaluation

Smith epitomizes the methodology which this study follows by combining participant observation and statistical analyses where appropriate. All other researchers reviewed for this study seemed to lack balance in that they were one or the other, not both.

The Glaser-Strauss (1967) Study (23)

Like the other anthropological studies, this research is highly significant in its rationale for the participant-observer approach to gathering data. Glaser and Strauss are critical toward traditional methods of research in sociology whereby facts are obtained solely for the purpose of testing theory. They suggest, rather, that the focus be on the systematic procurement and analysis of data, after which theory would be generated, depending on the implications of the data.

The stated purposes of theory in sociology are:

1. To enable prediction and exploration of behavior.
2. To be useful as a base for further research, on a theoretical level.

3. To be useable in practical applications. Prediction and explanation should give the practitioner understanding and some control of situations.
4. To provide a perspective on behavior--a stance to be taken toward data.
5. To guide and provide a style for research on particular areas of behavior.

Purposes 1,3,4, and 5 are important to the methodology of this participant observer study of a workshop.

The authors make several suggestions for gathering and analyzing data:

1. Theoretical Sampling (as opposed to statistical sampling).
Glaser and Strauss point out that random sampling is not necessary when the purpose of the study is to discover relationships.
2. General approaches for the analysis of quantitative data:
 - A. If the analyst wished to convert quantitative data into qualitative (or generalizable) form, all relevant data first must be coded.
 - B. If the analyst wished only to generate theoretical ideas, coding is not necessary.
 - C. Most important, is the analytic procedure of "constant comparison" whereby coding and analysis may be combined into four stages:
 1. Comparing incidents appropriate to each category.
 2. Integrating categories and their properties.

3. Delimiting the theory.

4. Writing the theory.

Glaser and Strauss suggest a flexibility of methodology which appears to be significant. Many researchers utilize only the methodology which appears to be tried and true by predecessors in the specific discipline. The authors suggest that the researcher should utilize any process which may be appropriate and feasible.

In summary, the authors make these suggestions:

1. That the researcher get and cultivate insight--not only during the research, but from his own personal experiences prior to or outside it.
2. That insights may be taken from other professionals within and outside his field.
3. That insight should not be inhibited by adherence to previous theory.
4. That insights should be cultivated throughout the research process.

Critical Evaluation

This research would appear to have significant implications for this study of a participant-observer in an in-service teacher workshop in its insistence that there be relevance in terms of prediction and practical use, and that it deals with behavior. Its suggestion that theory be generated from data appears to fulfill the primary objective of this study--developing a replicable methodology for workshop evaluation.

Studies of General InterestThe Kapfer (1968) Study (28)

As the school system in which this participant observation takes place is deeply involved in the processes and objectives of individualized study, this research is especially appropriate. Kapfer points out that administrators interested in individualizing instruction must confront problems inherent in the integration of instruction, the teacher, and the learner.

Citing Valley High School, Las Vegas, Nevada as an example, he shows how a management strategy was developed involving the four phases advocated by Bush, Allen, and Trump--large group instruction, small group instruction, laboratory instruction, and independent study. By getting at the heart of the matter of individualized instruction provided by those innovations, technical problems of flexible scheduling and team teaching were minimized. The key to success in this instance was in preparing individualized learning units.

Assumptions Concerning Teachers, Pupils, and Scheduling:

1. The pupil's responsibility is to learn, and the teachers' responsibility is to make available to the pupil that which is to be learned.
2. The subject matter of a course must be appropriate to the learner in reference to pace, difficulty, relevance to reality as perceived by the pupil, level of interest, and the individual learning style.

3. The size and composition of the group and time allotted to it should be appropriate to the purpose of the group.
4. Before truly individualized instruction can take place, learning packages are needed which provide alternate avenues to achieving objectives.
5. Pre-evaluation is designed to assess the extent to which previous learning has been absorbed.
6. Self-evaluation is designed to assist the pupil in determining his own progress.
7. Post-evaluation by the teacher determines the extent to which instructional objectives have been fulfilled.
8. Quest refers to pupil initiated self-directed learning activities of problem confrontation, delimitation, research, and resolution.

Summary of This Study

The instructional management approach is designed to assist teachers in establishing procedures for achieving individualized instruction. When this occurs, mechanical integration of team teaching, large and small group instruction, and individualized instruction seem to fit into place with a minimum of difficulty.

Critical Evaluation of This Study

Although the strategy of the author seems quite sound in terms of devising units, this in and of itself minimizes rather than solves problems of flexible scheduling.

That these problems are not insurmountable is attested to by the "Y" School System where this study occurs, in that they do have flexible scheduling and an individualized program.

The Johnson-Seagull (1968) Study (27)

This research is concerned with the process of teacher education and its concomitant effects on teacher behavior, making it of direct interest to this study. Johnson and Seagull confront the "practice what you preach" dilemma in terms of form and function in teacher training. To illustrate this, they cite data obtained by consultation with teachers regarding management and curriculum for disturbed youngsters in public schools.

Discussion

Teachers transmit information and values. According to the authors, as one such value is emotional maturity, it is essential that teachers be blessed with that characteristic themselves. It then follows that to attain this, children must learn the following emotional and behavioral skills:

1. Self-awareness.
2. Awareness of relevance to people and their environment.
3. Taking interpersonal risks involved in being creative, critical, and independent.
4. Learning flexibility.
5. Learning to communicate one's needs and desires in a non-defensive manner.
6. Commitment and involvement in the process of learning.

7. Learning to solve problems through discussion so that solving the issue is primary rather than the individuals involved.

If these skills are accepted as a means of attaining mental health, it logically follows that these procedures must be taught as well as reading and writing. Teacher training at most universities tends to utilize the lecture method whereby students learn not to be intellectually aggressive and to emphasize quietness. Retention of knowledge is for passive regurgitation. Johnson and Seagull point out that this is contrary to the values and skills needed to cope with ones environment. The problem, then, is that teacher training is essentially passive, yet the atmosphere teachers must create in their classroom must be active.

The authors' interviews with teachers brought to light these deficiencies:

1. Teachers found it hard to make explicit demands on colleagues or students.
2. Teachers were unaware of their value as models.
3. Teachers failed to generalize from past experience.
4. Teachers saw no relationship between the rules that govern normal children and disturbed children.
5. Teachers were inordinately apprehensive of negative criticism.

Suggestions for Improvement:

1. As teacher education has an effect on teacher values, it is essential that the process include self-exploration into emotions.
2. Training must encourage creativity and experimentation.
3. Teacher education must include process as well as content.
4. Regular small-group discussion about the basic issues of life and their effects on teaching should be included.
5. Teachers must learn to learn.
6. Teachers must be taught the reality of classroom management through observation and practice in an analytical way.
7. Teachers should become aware that classroom disturbances may be treated as learning situations.

In conclusion, the authors reemphasize the importance of teachers' understanding of their own behaviors and that required of the students, and that teacher training be more appropriate in preparing for the realities of the classroom.

Critical Evaluation

This research did not give the quantitative or qualitative data sources that would be necessary to come inevitably to the conclusions indicated. For example, it presumes that all universities prepare students only by the lecture method, and that teacher behavior is only the result of teacher training methodology. On the positive view, this research has significance for this participant observer study both in methodological implications in the teacher training aspect of the workshop, and also its statements about emotional health relate to a part of the workshop content.

Summary

The review of literature has significant implications for the relevance of this study. First, the evaluation of in-service teacher workshops to date has been primarily a pre- and post-testing of participants, presuming that if there is a post-test gain, the workshop has been a success. Rarely are workshop performance objectives set up first. Consequently, there is no way to measure whether the participants' behavior has been altered by workshop activity. Second, some researchers seem to feel that if their study can be analyzed in a highly statistical manner that this assures that the design has been adequate. The Flanders study and that of Litzinger and Visser are examples of this fundamental error. In both researches, the independent variables were so poorly controlled, in addition to other errors, that no conclusions could be safely stated--to say nothing of stating them in high levels of significance. Third, the approaches to research suggested by the educational anthropologists, whereby narrative descriptions replace highly statistical methodology, is very important to this study in this way. The data sought is in the subtleties of unobtrusive actions, and the methodology that of participant observation.

The paramount contribution of this review of research is as follows. Unless the purpose of evaluation is a very limited one, no single methodology is sufficient for a complete evaluation of the "process" and "product" of workshops.

What is needed is a combination of the best of available methods; participant observation, case studies, and statistics where each adds a dimension to a total evaluation methodology. This study makes a unique contribution to the literature in utilizing all three methods while evaluating the contributions of each.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

The investigation described in this section took place in the summer of 1969 and the first five weeks of the 1969 academic year. It describes the procedures used to evaluate an in-service workshop for teachers conducted at the new "X" Regional Junior High School at "Y", Massachusetts.

The stated objective of this study was to establish a replicable methodology for the evaluation of the effectiveness of in-service teacher workshops by means of a thorough ecology. A particular workshop is used to demonstrate the application of the methodology. To assure that this evaluation was thorough, three separate strategies for evaluation were employed. These were a statistical approach, participant-observation, and case studies. After a discussion of subjects, each approach will be discussed in detail including its instrumentation, purpose, and methodology.

Subjects

There were two sub-groups making up the population for this study. The first consisted of twenty nine teachers from "X" Regional Junior High School making up the bulk of the workshop participants. (There were some fifteen participants from other "Y" Schools, but as they were there voluntarily and intermittently they are not considered in this study).

The second subgroup numbering twelve persons were primarily administrators including the Superintendent and Assistant Superintendent, and members of the Department of Pupil Services. They made up the leadership of the workshop. The line between participants and leaders was often a thin one in that at the times when a leader's workshop section was not in session, he became a participant in whatever section was in operation.

There are some significant events which occurred prior to the workshop. During the school 1968-69, projects were undertaken as pilots in the area of developing resource units for independent study. The results of these projects were reported regularly to participants. This coupled with the fact that all but two or three participants had been hired to work on resource center curriculum units during the weeks before the workshop participants were generally familiar with the primary performance objective (developing resource units) of the workshop before it started.

There was further significance in the prior summer curriculum work. Although under a paid contract for this activity, participants were told that this was expected of them as part of the opening of a new school. Further, attendance at the workshop was a required part of the summer activity. Therefore, the subjects of this study were not in voluntary attendance. This, of course, does not mean that all participants did not want to be there, but simply that they had little choice in the matter.

Instrumentation

There were two types of data gathering instruments used in this study. As there were three evaluative procedures going on during the week of the workshop, it was possible in some instances to use the same instrument in more than one way.

The first type of instrument to be discussed is in the category of "hardware". It consisted of a Sony 50 pocket tape recorder. As it was concealed on my person and could be turned on and off inconspicuously, it became invaluable to the participant-observer methodology. With it I could record conversations without raising the anxieties that note-taking might occasion. Further, it enabled me to get information from more than one activity at the same time. For example, the tape recorder could be running in the faculty room (in my lunch bag) while I was observing the making resource units by participants.

The second type of instrument falls into the category of testing. I was interested in an objective evaluation of the participants' and leaders' attitudes toward the performance objectives of the workshop--both before and after the workshop. As the leaders furnished me performance objectives, I was able to devise a semantic differential for this purpose. This instrument furnished the statistical information in Chapter VII.

Another testing device used was the California Personality Inventory (C.P.I.). (7) This test was of invaluable assistance to two evaluative methodologies, participant-observation and case studies.

For the former, it gave me an excuse to talk to participants and leaders (nearly everyone wanted the results interpreted) and gave me a base for determining how much weight I should give to an individual's remarks. If a participant were unstable (as indicated on the C.P.I.), I tended not to record his remarks, especially if his instability was known to others causing them to be ignored. The second use of the C.P.I. was in the case studies where it gave an objective look at the personalities of the sample.

Each of these instruments is discussed in terms of their use in evaluative strategy in the next section of this chapter. Appendix E contains a copy of the semantic differential used in this study and information on the C.P.I. as furnished by its publisher.

Statistical Evaluation Methodology

As the bulk of research regarding evaluation of the effectiveness of in-service teacher workshops consist of pre- and post-testing, it was necessary to find an instrument for this purpose. It was felt that a "content" test, that is one measuring gain in participant knowledge would serve no worthwhile purpose. After all, one could predict that participants could not help but have more knowledge after a workshop, and knowledge is not action. However, change in participant attitude, either positive or negative, toward the performance objectives would be of significance. If it were found that participants became more negative in attitude toward performance objectives by the end of the week, they would hardly put their learnings into practice in the classroom, and vice versa.

It was decided, then, to devise a semantic differential based on the stated performance objectives of the workshop. With this end in mind, I secured eight such objectives from the workshop leaders to use in building scales. This is a specialized use of the semantic differential in that the stimulus items are customarily single words. Of further significance is scale #4 (Appendix E). This scale "What! Microteaching Again?" is not a performance objective. The reasons for this are given in Chapter IV.

The use of a semantic differential was developed by the team of Osgood, Susi, and Tannenbaum. (35) They have performed exhaustive studies in establishing the reliability of this instrument.

In this study, the fourteen items on each scale on the semantic differential were chosen according to the following logic. Osgood, Susi, and Tannenbaum utilizing the Thurstone Centroidal Factor Analysis Method discovered a means of determining which items, i.e., "good" vs "bad", were most useful in developing semantic differential instruments. They found that certain items (factors) were identifiable as "evaluative" factors, as "potency" factors, and as "activity" factors. If an extracted variance score were .75 or higher, that factor would be significant to use.

Therefore, in the use of the semantic differential for this study, only factors with a loading of .75 or higher were used. To make it a better instrument, all of the .75 or higher "evaluative" factors in the Osgood, Susi, and Tannenbaum Table of Rotated Factors Loading Analysis were used.

The semantic differential was administered to all participants and leaders on the first and last day of the workshop, that is on August 18 and 22, 1969. Particular information regarding its administration is found in Chapter IV. Specific procedures for the analysis of statistical data based on this instrument is discussed in Chapter VII.

Participant-Observation

Perhaps the most important contribution of this study is its use of participant observation. This methodology is borrowed from the data gathering strategies of the cultural anthropologists. Its application to education evaluative research has significant interdisciplinary methodological implications in bringing human feelings as well as behavior into research design.

A participant observer gathers data by being a part of the daily life of the group he studies watching to see behavior in ordinary situations. He does this by entering into conversations with some or all participants in these situations and discovers their interpretations of events. As the group frequently knows its own membership, it is often difficult to do this secretly. However, as familiarity breaks down barriers to communication, even when the participant is known to also be an observer, much valuable data is eventually gained.

Becoming part of the daily life of the group to be studied sounds somewhat more simple than it is. Particular strategies of pre-observation interaction may need to be developed. There are, therefore, options depending on that for which the participant-observer is looking.

For example, if one wishes to gather data unobtrusively regarding both participants and leaders this strategy could be used. Privately, ask the Superintendent if you could attend the workshop as a teacher from another school system. You could then observe all levels of personnel without anyone including the Superintendent being aware of your role as an observer. If you wished testing data, this could be done by another observer.

In the "X" Regional Junior High Workshop, I was looking for a particular type of data based on the effects of the workshop on participants i.e., the interaction between process and product. This is to say, I was looking for those occurrences which affect behavior change--trouble shooting the workshop. I recorded, then, all remarks, attitudes, and interactions, which in my judgment affected participant behavior.

The strategy used for this involves three steps--one for each level of the workshop personnel hierarchy. The first step was to secure permission from the Superintendent of Schools. Not only was this an ethical courtesy, but also by his very position of influence he had the potential of an invaluable ally. I met with Mr. "A" in April, 1969 securing, in addition to his permission, an enthusiastic endorsement. This was very helpful for the second step which was to gain the acceptance of the workshop leaders. This can be difficult in that the leaders wished to impress the Superintendent, and I was a potential critic. I met with the leaders almost daily for two weeks before the workshop. The Superintendents support together with informal conversations seemed to lessen my "threat" to them as an evaluator.

The third step was to be accepted by participants sufficiently for them to relate freely. This can be a most difficult problem as there may be fear that their remarks may be going back to the Superintendent. As is mentioned in the narrative of the workshop (Chapter IV), I had the good fortune on the first day to talk with an influential participant who vouched for me to the others. If this had not occurred, I would have had to build up participant trust in me over time through conversation which would stress my disenchantment with the Superintendent.

As I was introduced as a tester and evaluator, my role was immediately seen as being other than just a participant. That being the case, I needed various strategies to both gather and evaluate data. The first strategy utilized was to rent a tiny tape recorder (Sony Model 50). This unit was so small as to fit into my side pocket and could be turned on by pressing the outside of my jacket. I could thus record conversations without it being known that I was doing so.

I further needed a logical excuse to be speaking to participants and leaders for fairly long periods of time in an atmosphere which would enable them to feel comfortable enough to speak freely. The strategy employed to bring this about was the administration of the California Personality Inventory. (7) The only significance regarding the selection of this particular instrument is that it is nationally known as reputable and the leaders agreed before the workshop that it was not particularly threatening to take. (They had rejected the Edwards Personality Inventory as a forced item test). On the first day of the workshop I offered to interpret each participant's and leader's scores if they were interested.

As most of the subjects wished this done, I was able to talk to them about facts and feelings regarding themselves, "Y" schools, and the workshop. As it takes about an hour to do this for each individual, this activity continued into the school year for about five weeks.

The C.P.I. furnished an important further evaluative control regarding what information was to be recorded in Chapter IV. By knowing the personality needs of subjects through the use of this instrument, I could put into perspective the quality of their remarks, and hence judge whether or not to record them. The result is an attempted balance in the narrative of the workshop events, and in the evaluation of their significance. Events, in addition to remarks made in my presence, were recorded whenever in my judgment they represented group feelings. However, it should be recognized that participant observation is subjective and should be confirmed whenever possible by other evaluative methods.

Case Studies

It was decided to add a further strategy to the evaluation of this workshop by doing a case study on five volunteers from among the participants. Since attendance at the workshop was involuntary, I decided not to use random sampling methods and run the danger of further negative feeling. Therefore, I asked the Superintendent to request volunteers for in depth study for workshop evaluation on the first day. When fourteen participants had volunteered by the end of the second day, the Superintendent and I picked five who could be considered representative of all segments of the participant population.

I was careful to insure that one of the sample was somewhat negative toward the workshop so that the entire group would not be pro-superintendent.

The C.P.I. came into important use in the development of the case studies. It furnished an objective measure of personality traits to balance personal history given and recorded subjectively.

Case studies utilize a facet of participant observation methodology in that much of the data is obtained through interview. However, in this study, there is an important difference which gives case studies the dimension of a third method of evaluation. It includes for each subject a look at the product of the workshop by comparing resource units made during the summer before the workshop and those turned in on the last day of it. Thus is added an evaluative dimension in reference to the primary performance objective of the workshop--to make more meaningful resource units for students.

In order to be assured that the case studies were thorough, I visited the classes of each subject many times during the first five weeks of school after the workshop. I interviewed each subject on several occasions, and discussed them with their peers and supervisors.

CHAPTER IV

REGIONAL JUNIOR HIGH SCHOOL WORKSHOP
"Y", MASSACHUSETTS
AUGUST 18-22, 1969Introduction

This chapter includes the history of the curricular and methodological changes in the "Y" Public Schools leading up to both the workshop and this evaluative account of it. If the participant-observer were other than the author, the literary style of interactions between himself and participants would be in third person as are some other portions of this study. However, as in this instance the author and the observer are the same person, first person is used to avoid a feeling of distance--of observation only. Similarly, conversations are recorded verbatim whether or not it is correct grammar. This section includes not only the official events such as lectures and films, but more particularly the more subtle events indicated by conversations between participants and leaders. For example, I heard far more comment about the no smoking rule during the first day than about any speaker or the contents of his speech!

History

An ecology by definition is a study of the interrelationships between living organisms and their environment. In this ecology of an in-service teacher workshop, the living organisms were teachers and leaders, and the environment was both the physical site of the workshop, and also, more importantly, "Y"'s philosophy of education.

As there have been marked changes in "Y"'s philosophy of education, and more particularly, changes in concepts as to how best it may be implemented--which have had a direct bearing on this workshop, a brief discussion of these changes is pertinent. Under the leadership of Superintendent of Schools, Mr. "A" in September, 1965, "W" Regional High School and "X" Regional Junior High School implemented a new program of individualized instruction with an emphasis on non-gradedness. The essence of the instructional program's new objectives were:

1. To minimize the requirement of a direct relationship between student chronological age and curriculum placement.
2. To provide that student placement in the curriculum be in keeping with his needs and ability.
3. To allow student ability to determine rate of study.
4. To provide a curriculum which allows recognition of values in experiences other than those gained in formal classwork.
5. To provide opportunities for independent study.
6. To encourage student responsibility in directing his own program of study.
7. To encourage in each student a desire to learn.
8. To provide for each student who is willing an opportunity to succeed at his own level.
9. To provide a meaningful and realistic evaluation of a student's achievements to himself, parents, employers, and college admission offices.

10. To evaluate the effectiveness of this program.

Fulfilling these objectives necessitated several changes as follows:

1. In order to provide differing levels of achievement expectation, five levels or phases were defined for given subject areas ranging from phase one, on a fundamental or remedial level, to phase five for superior students. For the most part, students were allowed to choose their own phase for each subject. A student could have, then, an individualized curriculum made up of subjects in several phases, depending on his ability in each area. Similarly, courses frequently were made up of students of differing grades.
2. To adjust for problems in grading a weighted marking system was devised to balance varying subject matter difficulty between phases.
3. Independent Study was developed with three possible options: as "extra work" in regular classes, as a "full-time" course not offered in the regular curriculum and supervised by a staff member, and as rigorous independent research under a staff member.

On the junior high school level, starting as a pilot program in the school year 1966-67, an Individual Study Center concept developed whereby students could learn outside of the classroom in a center provided for that purpose by "contracting" to work with programmed materials either to supplement the classroom activities or pursue his own interests. This program has virtually eliminated traditional study halls. This pilot program, although successful, encountered some difficulties such as space limitations (the junior high was an old one), and inadequate materials and audio-visual equipment. Commitments of faculty to regular class instruction made for staffing problems in the center.

In 1967 (originally under Title III E.S.E.A. funding--now under regular budget) the program for independent study was greatly expanded. The positions of a full-time coordinator and part-time assistant were established. The director of audio-visual aids was authorized to organize additional equipment with full faculty participation in both reviewing commercial materials and creating original ones. The independent study center was open to students use throughout the school day. Once there, students were instructed in the operation of equipment and location of materials. While the student had the freedom to choose methods and material, he was encouraged to make a "contract" stating his proposed unit, including the time to be allotted to its purpose, and the materials needed. Once signed, the contract was presented to the subject teacher for approval. When the contract was fulfilled, the student received extra credit.

Increasing student enrollment made necessary the planning of a new junior high school for September of 1969. The Superintendent and School Committee felt that the positive results, already indicated by individualized instruction, more than justified that its design be based on the independent study center concept. The result today is a model facility with a huge combined library and independent study center, where teachers may meet to create resource units and evaluate materials, closed circuit T. V., and importantly, supportive staff in terms of teacher aides for all departments. In order to provide more time for independent study in the resource centers, the school day has been changed from seven periods to eight. In this way teachers and students now have ample concurrent resource or open-laboratory periods.

In addition to the changes in curricular and instruction methodology in the development of "Y"'s ungraded-individualized program since 1965, there has been an accompanying emphasis on the importance of behavioral, rather than content objectives, following the logic developed by Robert Mager. (33) As a result, there has been a focus on resource centers as a vehicle for attaining behavioral objectives with the ultimate objective that students will be able to develop their own objectives.

Until the summer of 1969, "Y" had depended on in-service in-school training to prepare its teachers for these philosophic, curricular, and instructional changes, utilizing mimeographed handouts, and total faculty and department meetings.

To supplement this training, during the summer of 1968 teachers were hired to rewrite curricular objectives in behavioral terms, and similarly in 1969 junior high faculty members worked in the new building with the Coordinator of the Individual Study Center to develop model resource units for student use in September.

However, with the responsibility of opening the new multi-million dollar junior high school scheduled for September, 1969, Mr. "A" felt that a more formal approach involving the entire faculty would facilitate a smooth transition to a total and immediate resource center use. As a result, the in-service workshop was planned for August 18-22 with faculty members required to attend.

Workshop Planning

During the six month time period prior to the workshop proper, Mr. "A" prepared the junior high staff by bulletins, faculty meetings, and department meetings. Therefore the resource center aspect of the workshop was the climax of the period of study, rather than is customary, an isolated week of study without prior introduction to performance objectives.

In April, I asked the Superintendent's permission to join the workshop as a participant-observer seeking to establish a replicable methodology to workshop evaluation through a study of this one. Mr. "A" agreed expressing appreciation to me for adding an "outside" evaluation of their own internal subjective measures.

As author and proponent of the various programs within the individualized study concept, Mr. "A" personally designed the format of the workshop with three teams of leaders--each with the responsibility of developing a section of the workshop, its own performance objectives, and methodology for fulfilling them. The resultant table of organization was as follows:

Team 1, Resource Centers

Mr. "A" - Superintendent

Mr. "B" - Assistant Superintendent

Mrs. "C" - Coordinator of the Individual Study Center

Team 2, C.C.T.V. and Dial Laboratory

Mr. "E" - Junior High Audio-Visual Coordinator

Mr. "F" - Vice Principal of the High School

Mr. "G" - Junior High Audio-Visual Technician

Team 3, Human Relations and Evaluation

Mrs. "H" - School Psychologist

Mr. "I" - Director of Pupil Services

Mr. "J" - Coordinator of Language Arts

Mr. "K" - An Elementary School Principal

Mr. "L" - A Guidance Counselor

Mr. "M" - Director of Adult Education

(Author of this Study added as of the opening of the workshop.)

I became involved in interaction with the workshop leaders two weeks before August 18th when at Mr. "A"'s invitation there was a meeting to discuss testing of participants.

This meeting came about when the leaders of the Human Relations group expressed concern that personality testing (especially using the Edwards Personality Inventory) might be so threatening to participants as to generate negative feelings toward the concepts introduced by that team; especially as these concepts would be both personal and completely new to them. At this meeting, the Superintendent, after introducing me and stressing the need for outside evaluation, pointed out to the group that personality could have an important relationship to an individual's benefiting or not benefiting from workshop activity. After some discussion, I offered the alternative of the California Personality Inventory which would assess the same personality needs but perhaps be less threatening than the Edwards--as the former is not a "forced-choice" test. It was agreed to reconvene the following day to come to a decision. At that time it was unanimously agreed to use the California. The School Psychologist then suggested that if the leaders were to be tested in the same manner as the participants, this might lessen their concern as being "guinea pigs". This idea was endorsed by the group and all leaders including the Superintendent were tested. At that time I volunteered to interpret the results individually for anyone who wished this and suggested that the same offer be given to the participants.

During this same week I met regularly with the leaders during their planning sessions to both lessen my threat to them as a workshop evaluator and to discuss their performance objectives in order to design appropriate items for the semantic differential.

The leaders of the Micro-teaching Section felt somewhat uneasy about participant acceptance of this concept and contributed the phrase "What! Micro-teaching Again?" which is not a performance objective. The effect of this is discussed in Chapter VII. As the literature suggests that discrimination, albeit inadvertent, often exists on the part of teachers to students--in this case leaders to participants, I was careful to let the leaders know, in casual fashion, my credentials in each workshop area in order to see what affect this knowledge might have in their treatment of me in the workshop situation.

The Workshop

Monday, August 18

8:00 a.m.

The workshop began promptly at 8:00 with the distribution of mimeographed sheets containing the names of the participants and leaders. I was included as a leader. This was followed by a keynote speech delivered by Mr. "A". The audience consisting of all participants and leaders was attentive, many individuals taking notes. His initial remarks, unhappily, were of a negative cast dealing primarily with smoking and eating restrictions (faculty room only). These remarks were given with a smiling, affable delivery which appeared to lessen the resentment such remarks would customarily bring about.

He then turned to the background rationale for the workshop adding emphasis to his remarks with an overhead projector, commenting that the chance of any great number of students having the equal skills to all be functioning together at any grade is just that--pure chance.

"There is nothing so unequal as the equal treatment of unequals. The goal of individualizing is making it possible for different pupils to learn different things in different ways." Reviewing the experience of the High School where study halls have virtually ceased to exist through independent study, he emphasized the need for development of superior resource units to make students use of this time meaningful.

The next subject involved a variable continuum present in the process of education starting with the learner variables of distinct abilities in a structure intellect in interaction with stimulus variables of direct experiences with people and objects, and visual and audio experiences leading to response variables of objectives, of cognitive mastery, and affective consequences in terms of interest and self-concept development. Next, he made the comment that "we are not interested if you teach, but if they learn", pointing to the danger in doing ones "subject thing" a teacher may miss the opportunity of being more effective as a classroom manager. After all, assessment of pupil needs and assignment of learning tasks are simply a part of the management of achievement. "Our main task is managing the personalized process of learning, not teaching. This raises significant management questions: How do children really learn? What environment will promote learning? What should children learn, and how can we decide whether or not they have learned? The answer, children learn by as many senses as possible. Yet we have traditionally restricted ourselves to listening, reading, recalling and observing, but these are only a beginning."

"Our goal is alternate paths to pupil performance through resources. Resources are vehicles in the learning process and change the structure. The teacher is no longer the primary source of information; classroom activities do not take a set number of hours; and students are not locked into studying the same things at the same time."

"What is a resource center? It is the classroom and everything in it, an open lab, the library, independent study space, something or someone outside the school, you; any place, space, or person! More specifically, the resource center model requires teacher commitment and planning, schedule adjustment, and provisions for space and ancillary staffing. It entails pupil work--contracts developed in this continuum--teacher made and assigned; teacher made, student selected; student made and selected in assigned areas; and student made and selected in unassigned areas. There must be person-to-person communication in the resource centers, in regularly assigned classes, and in public."

"The pupils last year liked the resource centers. After all, a resource unit will not embarrass the pupil, will not yell at him, and will not make him wait for a turn."

He then suggested that these questions be asked regarding instructional objectives in an individualized program:

1. Are they written on paper?
2. Are content objectives given to the student?
3. Does the pupil have a part in selecting objectives?
4. Does he select his own objectives?

5. Does he select his own procedures?
6. Does he divide the time to be spent?

If all the answers to these questions are yes, there is the start of an individualized program.

Focusing on the need for behavioral objectives, he arranged objectives according to his own simplified taxonomy as follows:

1. Knowledge - recall and recognition.
2. Comprehension - perception to extent of identifying.
3. Application - selection and use of principles.
4. Invention - development of new structures.

He then shifted to suggestions for teachers in their new role as instructional managers, reminding them that to be effective, resource units must be self motivating, be self instructional, accommodate a wide range of individual differences, and encourage the accomplishment of worthy objectives. Commercial resource materials were frankly discouraged as having only limited application. "We have our own Instructional Materials Production Center. Let's use it."

Turning then to hardware, the Superintendent commented that in late years, language labs have become education's "Edsel" because they simply do not affect enough senses. "Students must be encouraged to look, listen, talk, and write." He pointed out that this school had the new Touchtone Dial Access Laboratory, the Porta Pak Closed Circuit Television unit (C.C.T.V.), and the C.C.T.V. studio were types of hardware that could help provide multi-sensory stimuli if teachers would make them a part of their resource center methodology.

Mr. "A" then spoke of the need for evaluation of the effectiveness of this workshop pointing out that it had cost some \$20,000 and that other such training planned for the opening of new schools made evaluation important at this time. I was introduced as Mr. Green, (the only person addressed as Mr.) a member of the evaluation team from the University of Massachusetts, and that I would be doing some Pre- and post-workshop testing as a part of this evaluation. He went on to say that some volunteers would be needed in order to carry out an in-depth study of some aspects of the workshop, and for individuals interested in participating to contact Mr. Green.

I then stood and stated that the testing would consist of a semantic differential and the California Personality Inventory explaining that the former was an attitude measure based on the performance objectives of the workshop and would be given twice--once then and again at the end of the week. Anticipating anxiety toward a personality inventory, I hastened to point out its relevance in the possible existence of correlation between personality components and the workshop, and that all test results would be confidential. At that time I offered to give a personal confidential test interpretation to each individual interested in this information. The semantic differentials were passed out to be done at once. When these were complete, the Californias' were given out with the request that they be done during free periods or at home so as not to take too much workshop time.

9:30 a.m.

The leadership then passed to Mrs. "C", coordinator of the Independent Study Center.

She announced that coffee was ready, but that as the workshop was running somewhat late she would talk while the participants drank it. This occasioned some grumbling by smokers among the participants as this was a no smoking area. Next, mimeographed copies of the objectives of the resource center section of the workshop were passed out, as was a daily evaluation sheet. The latter was to enable participants to register positive and negative comments about this workshop section.

Mrs. "C" introduced her talk as being an overview of the resource centers. It soon became evident that she was an unusually good speaker having complete command of her subject matter. Using no notes, her attention was always focused on the audience, which in turn appeared to be responsive to her.

Rather than addressing herself immediately to new material, she spoke of the experiences gained in the pilot years of the resource center program. She reminded us of the tendency of teachers initially to be quite threatened by the increased freedom independent study gave to pupils. The teachers feared that somehow this freedom would be abused. She stressed, that the use of resource centers must be different from classroom lecture, that teachers had found that they had had to make a determined effort to change their teaching methods developed over the years. Her final point was that teacher's values rub off on the kids. If you can correct their work in five minutes, they immediately know that the teacher certainly places little value on their efforts.

She turned then to a discussion of the objectives sheet.

She requested that each participant prepare at least one unit of individual study; a task that would both give teachers practice and also increase the number of units available to students for September's opening of school. Each unit should meet the following guidelines:

1. The kinesthetic sense as well as hearing and speech should be involved by the student in a multi-sensory approach.
2. The learner should have a choice of activities and responses available. If he has no way to respond to you, you have shut him off.
3. Graphics, text, and sound are all necessary in teacher presentation and student response. They should supplement each other.
4. There must be stated unit and long range objectives.
5. Possibilities of further study in the unit area should be investigated and indicated.

Mrs. "C" then gave her evaluation of audio-visual materials.

Commercial products, she had found, were both expensive and rarely completely appropriate to local purposes. She recommended that participants develop their own filmstrips, audio-tapes, 8mm films and overhead projector projectuals stating that resource persons would be available through the week to assist in their preparation. When these media were complete, they or a copy would be filed in the Instructional Materials Production Center as a guide to all teachers.

She concluded her remarks by reminding her audience that objectives are most easily stated in the lowest cognitive level terminology (reference to Bloom's (5) and Krathwohl's (3) Taxonomies), and that teachers should strive for the higher levels.

10:00 a.m.

Mr. "B", Assistant Superintendent of schools, took over the leadership from Mrs. "C". He announced that there would be no break as the workshop was still behind schedule. He used a W. J. Popham (1) filmstrip-audio tape combination. Dr. Popham is a strong proponent of behavioral objectives. Highlights from this program include:

1. Educational objectives must have observable pupil behavior or a product of this behavior as targets before we can have an explicit criteria for measuring the quality of instructional efforts.
2. Only behaviorally stated objectives allow vigorous selection of learning activities and evaluation procedures.
3. Merely because objectives are stated behaviorally in no way assures that these objectives are valuable.
4. Truly significant educational objectives are far more elusive and more difficult to state behaviorally.
5. A taxonomic analysis of the behavior called for in the objective provides an important criterion for judging the worth of educational objectives.

A taxonomy is a classification scheme arranging, in this instance, objectives into a heirarchy from simple to complex.

6. There are three categories of domain. The first is the cognitive which deals with intellectual processes. The second affective, covers attitudinal, emotional valuing behaviors of learners reflected by interests and appreciations. The third and final domain is the psychomotor. It includes objectives concerned with physical skills such as typing, playing violin, and the like.

10:30 a.m.

Mrs. "C" announced that the participants would then be divided into groups in order to view demonstrations of materials and methodologies helpful in making resource units. Groups would rotate at fifteen minute intervals. As she called off the names for each group, I noted that my name was omitted. This freed me to attend the three demonstrations and discussions at will, which I did spending a quarter hour in each.

Mrs. "Q", an art teacher, demonstrated an 8mm film she had made during the earlier part of the summer. It illustrated the techniques involved in using a pottery wheel. As the film was shown she discussed the technical aspects of its creation and also how she intended to use it in a resource unit.

Mrs. "C" discussed the commercial materials that were available and again stressed that they were both expensive and often inappropriate. Turning to the use of audio-visual materials, she pointed out that lower phase students (less able ones) could be used to operate equipment. Continuing, she reminded teachers that resources are also appropriate for lower ability students giving an instance of such a pupil volunteering to make Christmas decorations. When the boy's teacher became aware of this, she said, "Why don't you do this in class?" (I believe that this remark was well intended by the teacher in recognition of the boy's skill, although if delivered in that manner contained a criticism).

Mr. "G", Audio-Vidual (A.V.) technician, and Mr. "E", science teacher and building A.V. coordinator, demonstrated the use of various projectors. This was done both as to operation and as to what materials could be developed for them.

While the groups were rotating between demonstrations, I had occasion to go to the faculty room--frankly to see if anyone were there. There was a teacher taking a break when I arrived. We talked and in the course of conversation she asked me how I happened to be involved with the workshop to which I replied that I was helping with the evaluation which in turn would be part of my dissertation. When I asked her how she liked the workshop so far, she said, "Well--Let me put it this way. Some of us worked all summer on resource units and found about half way through that we had to go to this workshop. Now, if we knew what we were doing before, the workshop is a waste of time.

On the other hand, if we didn't know what we were doing before, it was a waste of our time and "Y"'s money. Besides I didn't like being told I had to attend the workshop even though they did pay me for it."

Another teacher arrived at that moment and commented, "This is the Superintendent's workshop. The reason why we all have to attend is that with the cost of this building so high, he'd be in trouble if the resource idea doesn't work".

During the lunch hour, Mrs. "H", head of the Human Relations team asked me if I would take part in the role playing in the afternoon session. I agreed.

In response to Mr. "A"'s request, by the end of the morning, six participants had volunteered for the in-depth study. I thanked them for this and said that when enough participants had done so to assure me that I could select a representative sample, I would contact them as to whether or not they were to be chosen!

1:30 p.m.

The micro-teaching session got off to a rather unfortunate start in the afternoon. The first activity was to view a film, "Introduction to Micro-Teaching." When this title flashed across the screen, the entire room burst into "boos" with loud comments such as "not again", "not micro-teaching", "I've seen this film four times before". After about 15 minutes of operation, the film snapped, and there were cheers. It seems that this film featured Dr. Dwight W. Allen, Dean of the University of Massachusetts' School of Education. As Dr. Allen is the originator and quite naturally a proponent of micro-teaching, the School of Education stresses its concepts in its classes.

Apparently having taken course work there, the participants felt that they did not need this additional exposure.

At the conclusion of the film, mimeographed sheets containing the week's schedule for micro-teaching, its objectives, and a list dividing the participants into small groups to practice use of the T. V. equipment. I was not assigned to any group. It is significant to note that these were procedures rather than objectives indicating a limited understanding of Dr. Mager's and Dr. Popham's behavioral objectives concepts. For example (as cited in Appendix D), the first objective listed is to prepare a five minute T. V. unit. This is not an objective but assumably a way of attaining one. There was no evaluation sheet.

Mr. "F", Vice Principal of the High School called for volunteers to make a five minute video-tape to simulate micro-teaching. He assured them that the intent was not to criticize but to demonstrate the T. V. equipment to the entire group. No one volunteered. He then picked five "volunteers". It seemed significant that all were wearing beards.

2:30 p.m.

The Human Relations section of the workshop was introduced by Mr. "I", Director of Pupil Services. He pointed out that with a resource unit approach teachers are now involved with more than subject matter, that it is important to know themselves, each other, and certainly the kids, much better than with the previous classroom approach.

At the conclusion of these remarks, Mrs. "H", School Psychologist, took the floor.

She handed out mimeographed sheets including the weeks schedule, a teacher evaluation packet, and assignment of H. R. leaders and participants to discussion groups. These groups each had leaders of other workshop sections mixed in with participants. (I was finally included on the list of participants.) I noted that these objectives, like those of Micro-teaching were procedural. (Appendix A) She had included a daily response sheet for participants to register pros- and cons- of this section of the workshop.

She then addressed the group stressing the individual child and the necessity for communication between teachers and special services in helping to understand the child. Attention was then given to an early E.S.E.A. project in a "Y" elementary school where the focus had been on faculty emotional growth, small group participation, prevention of emotional problems by early identification, and an overall humanistic approach. She said that now with the attention directed toward resource centers, it is even more important to know the kids.

Then turning to the format of the Human Relations section she stated that it would consist of role playing, lecture, small group discussion, community action, and conferences with the Evaluator, Mr. Green. One would never suspect that the latter referred to the optional interpretation of participants testing if desired. It sounded rather that each participant should come for daily psychotherapy. This is not my judgment, but was told me by all participants who subsequently came to me to go over their test results.

At the end of her remarks, one of the participants (actually a leader from another section) questioned that knowing each other better brought about the question of trust, and that he certainly did not trust her. (It was impossible to determine from his delivery whether he was kidding or not.) Mrs. "H" thereupon ran across the room and sat on his lap. The audience reaction to this tableau was mixed, some persons registering amusement, and some disgust. I determined this reaction by the presence of laughter or negative remarks.

The next presentation was role playing by a leader, a teacher, Mrs. "H" and myself where we acted out student personalities for about five minutes. Afterward, the audience was asked to guess the student problems depicted which they were able to do accurately.

Participants and leaders were then asked to move into the small discussion groups. The group I attended was led by Mr. "J", Coordinator of Language Arts. He asked for a volunteer to act as recorder for the group. When no one volunteered, he asked a particular participant to act in this capacity which she subsequently did. Discussion centered around the role playing. Mr. "J" disclaimed knowledge of its purpose when asked. He turned the attention of the group to possibly finding its own leader, rather than himself as an assigned one.

3:30 p.m.

There was a second role playing situation with its participants, a different group than before, representing a class rather than individuals. When this was over, the small groups formed again to discuss the role playing and to analyze their own interaction.

In Mr. "J"'s group comments concerned the fact that some members were always quiet. One participant suggested that we should try taking opposite roles in the discussions. By this time it was evident that Mr. "J" was accomplished in getting others to participate by taking a subtle role for himself. This made the group feel quite at ease.

At Mrs. "H"'s request, the small groups broke up and all returned to form a single audience. The recorders reported each group's interaction. She then asked the audience if they had been anxious or comfortable and was the role playing effective. The participant response indicated that role playing was too artificial; that the actors played to the audience too much, and that real students should have been used. She was asked the purpose of the small groups. Specifically were they a type of sensitivity training? She replied that groups differ in sophistication and that some would probably approach sensitivity groups. The day ended with Mrs. "H" giving the group an assignment to read.

The close of the day, I stopped into the teachers room finding it full of participants. I was asked what part I had in planning. I replied that other than the testing, none. The next question was if I was to report my findings to the Superintendent. My answer was that I was not responsible to anyone. From that time on the participants seemed to accept me as one of their own, communicating feelings freely. Also, by the close of the first day fourteen participants had volunteered for the in-depth study.

Tuesday, August 19

8:00 a.m.

The second morning began in the Instructional Materials Production (IMP) Center with Mr. "B" representing the Resource Center team. He read an article from the New York Times which indicated that the teacher of tomorrow will be an instructional manager--a resource person working in a multi-media environment. He spoke enthusiastically of the implications of this article as to the relevance of this workshop; that "Y" would be a leader because of its headstart in this area.

Mr. "B" then turned to the morning's program. The first objective was for each participant to evaluate his own curriculum area for a resource unit approach. This approach should provide an overall plan for resource center use including time to be spent, objectives, facilities, student deployment, staff utilization, materials, evaluation, and student recognition. He stressed a flexibility of unit approach giving examples and pointing out that this was not an easy facet, but essential. "Each student, after all, is different and the units must provide for this."

One of the participants who had done pilot resource units for student independent study work the previous school year discussed strategies that he had found helpful. Some of these were as follows:

1. Become familiar with all the resources in terms of materials already in your department.
2. Use paraprofessionals. They are willing and able--not just to type, either.

3. Survey the teachers in your department. Get all the ideas you can.

At the conclusion of this strategy presentation, Mr. "B" passed out mimeographed sheets containing the goal for the week and a section for each participant to fill out and return regarding plans for implementing each resource unit. The stated goal was "to have each workshop participant evaluate his curriculum area to determine to what extent it utilizes the resource center approach to instruction and state what tasks he needs to undertake this week to help achieve the desired goals of overall resource centered curriculum plans in all areas of instruction and to have 'personalized' resource materials available to students." (This again is a procedural objective).

12:00 Noon

I ate lunch with leaders from the Human Relations Section in order to better understand Mrs. "H"'s expectation of me as a group leader. Finding that this was simply to moderate, I sat back to listen to comments regarding the human relations philosophy. These comments seemed to take the form of questions as follows:

1. Why is the focus on the teacher, when the school's emphasis is on the student?
2. What is the value of human relations when we are stressing individualized instruction? How can human relations knowledge be applied to teaching situations?
3. How can we bring about attitude change in students?
Should we? Are we wearing halos?

4. What criteria should be used to evaluate teachers from a human relations frame of reference?
5. Should the school become involved in sensitivity training? Is it important for teachers to feel comfortable in terms of "feelings", or is this irrelevant to teaching?
6. Is this school system asking too much of its teachers?

As these questions arose, various members of the group offered opinions. The conversation was informal rather than seeking solutions at that time. It occurred to me that if they did not know the answers, the Human Relations Section was on uneasy ground.

Mrs. "H" had with her the participant response sheets from the previous day. She noted that their criticisms were in three areas; that there was not enough new material, that the small group discussions were not worthwhile, and that there was not enough individual participation. After some further discussion the group broke up to attend the micro-teaching program.

1:30 p.m.

During this hour, the participants viewed the video tapes made by the six "volunteers" of the previous day. One of them said to me, "I enjoyed seeing myself on camera, but it would have been nice if someone had critiqued it. I thought that the importance of micro-teaching centered around this!" Another one of the volunteers came up to me and said, "I asked Mr. "F" about the beards. Do you know what he said? He laughed and told me 'I just don't like beards!'"

Do you know what it really is? Some of us don't get along too well with the establishment--such as wearing beards, not wearing ties, and objecting to the workshop, so if they wanted someone to make fools of themselves on T. V., why not us?"

2:30 p.m.

At this hour participants went directly to the small groups. The leader for whom I was to substitute materialized leaving me to circulate between groups which had as an agenda to be discussing criteria of mental health. Comment from Mr. "J"'s group. "Thank God, Mr. "A" isn't around today. He's so perfect I can't help but be afraid of goofing when I'm around him". Comment from the small group. Mr. "A" had attended the previous day. "He doesn't see himself as manipulating teachers and tells us not to manipulate kids. Wow! What is that but a complete contradiction of this workshop"?

3:00 p.m.

Mrs. "H" addressed the entire group. She turned to a participant near her (an English teacher, well known as being outspoken as to non-conformity to "the establishment") and said "Can you write? If so, write on the board". This somewhat callous remark occasioned an undercurrent of mumbling.

Commenting on anxieties she had sensed yesterday, she asked for comments. One suggestion was that it was the subject (human relations). Another was that perhaps it was the pressure to produce (resource units) during the workshop.

Then one participant stood and said in clear voice, "If I knew that the human relations were part of the workshop, I wouldn't have signed up for it". Mrs. "H" replied, "Why stay"? The rejoinder was "I tried to leave, but Mr. "A" said that if I didn't attend, I wouldn't have my job in September"! The effect of this exchange upon the audience was complete silence. Apparently although everyone knew the workshop was required, no one else had actually tested what would happen if the compulsory aspect were violated. After the silence, Mrs. "H" continued to seek feelings concerning anxiety with these participant responses; fear of the unknown, fear of exposure, peer disapproval, fear of the Superintendent (yesterday when present), shyness, and of not living up to group expectations. She suggested that using humor and every day language might help in lessening self-consciousness or anxieties in small group activity; that if conversation seemed to die, we could always fall back on whatever objectives had been suggested for the day. She further pointed out that by now the groups should depend less on their leaders. A participant voiced a criticism as to the value of the small groups to which Mrs. "H" replied, "If you want to waste time for the rest of the week, go ahead".

3:45 p.m.

As the audience dispersed to reassemble as small groups, Mrs. "H" asked me to assist one of the leaders who she felt was having difficulty due to inexperience. When I arrived at that group, I found its members in some confusion as to the meaning of some of the terms they were to be discussing from the mimeographed hand-out. I explained those which appeared to assist discussion.

The group's discussion then centered on group reporting. It was felt that the reporter sometimes failed to pass on important feelings to the large group and that if this were true of other groups, the feedback going to Mrs. "H" would be misleading. It was decided to mutually agree on what was to be reported before the small group broke up each time.

At the end of the day I picked five from the fourteen volunteers to be a sample for the in-depth study, carefully striking a balance between single vs married, male vs female, experienced vs unexperienced, and supportive vs non-supportive of the administration. Mr. "A" confirmed that these five comprised a representative sample.

Wednesday, August 20

8:00 a.m.

Before the start of formal activities, I met briefly with five volunteers who had been chosen for the in-depth study. I did this speaking to each separately, informing them who the other four were, as they had expressed some curiosity about this. I also arranged to see them later that morning to discuss how the in-depth study would be conducted. I then made it a point to see the nine who had also volunteered but were not chosen, explaining the necessity of maintaining a balanced sample, and asked that they be alternates in the event any of the five had to withdraw. All agreed and seemed pleased at the prospect of even this limited involvement.

Mrs. "C" began the Resource Center program by handing out copies of the student "contract" for independent study to be used during the subsequent school year. (Appendix B) In addition to demographic data, each contract includes a description of the program, expected results, estimated time for completion, student signature, advisor signature, student evaluation, and teacher evaluation. As she handed me a copy of the contract, Mrs. "C" said, "You might as well work too".

She introduced Mr. "D", Principal of "Z" Elementary School. Under his leadership this school had been doing pilot work for two years in independent study using the school library as a center. Using an overhead projector he showed some of the projects students had done.

(Appendix B) In advising us, Mr. "D" pointed out that in setting aside books as resource references, care should be taken that the reading level be appropriate to the grades using them. He indicated that elementary schools can train students to operate all kinds of audio-visual equipment so that valuable time need not be spent for this at the junior high. His portion of the morning ended with the distribution of copies of "Z"'s student contracts.

Mrs. "C" again resumed the leadership commenting on the importance of the student signature to the contract. She pointed out that this set by the student helped in the development of a sense of responsibility. She went on to remind us that teacher aides now formed an important part of the resource team. (There are fourteen full-time teacher aides in the new junior high school.)

She pointed out that they had been trained in an earlier workshop with special emphasis on human relations and student contracts, and that they were usually women who would have liked to have been teachers if they had had the chance. She reminded us that some of them had experienced unfortunate relations with teachers who had patronized them; that we should consider them as equal members of the team.

10:00 a.m.

As the entire group was at this hour having a coffee break, I announced that I would be available for the next two hours and again on Thursday to go over the California Personality Inventory results with any who were interested. This was an ideal time to pursue this activity as this time period had no formal program--simply for participants to be working on their resource units.

There were two areas that I could use for this purpose--the faculty room and a conference room adjoining the library. The former had the advantage of informality but no privacy, the latter privacy but almost a clinical atmosphere. I was frankly curious to see which area participants would prefer, offering each participant the choice of locale.

Moving first to the teachers' room, some ten participants asked for analyses of the California. I suggested that this was not a private atmosphere, but they stated that they did not mind having each other be aware of individual results. These teachers were from four different departments, but all friends having in common a lack of enthusiasm for conformity in general and the establishment in particular.

They seemed to enjoy going over the test results and were amused and pleased to find that the inventory analysis showed one element in common for them; that they all preferred to achieve independently, rather than in a conforming way. Discussion lasted until noon. By that time it was apparent that everyone, or nearly everyone wanted me to go over the testing.

12:45 p.m.

At this time, participants and leaders continued with the micro-teaching in small groups. I did not observe this personally as the demand for the testing interpretation was so great that I continued that activity. However, participants subsequently expressed the same dissatisfaction as before--that although it was fun, it was not particularly meaningful as the dimension of constructive criticism was missing.

11:30 p.m.

Representatives from a local electronics firm demonstrated the closed circuit T. V. in the studio. Participants indicated that this was interesting but that as the demonstration was not by educators, it was of only theoretical value. What participants wanted was a demonstration which would show how they, as teachers, could apply T. V. to classroom use.

2:30 p.m.

The initial Human Relations afternoon presentation was to the large group with Mrs. "H" presiding. She summarized the participant comments turned in at the end of the previous day as follows:

1. Are small groups sensitivity training?
2. Having administrators mixed into the small groups is a mixed blessing.
3. How can we discuss terms we don't even understand?
4. We still don't know what we are to do in the small groups.

Referring to the mimeographed handout, (Appendix A) Mrs. "H" talked to us about roles in group interaction paying particular attention to leaders as supporters, clarifiers, questioners, challengers, summarizers, harmonizers, coordinators, observers, and recorders. Small groups were instructed to meet for the purpose of identifying and playing these roles.

3:15 p.m.

I attended the small group I had been asked to assist the previous day. The group leader expressed the fact that he (and others) had been given no training in the leadership role and frankly he felt inadequate for the task. Group members assured him that it didn't matter as apparently no one knew what was supposed to be happening in the small groups anyway! Criticism was directed at Mrs. "H" referring to the fact that she never answered the questions raised on the comment sheets. The group decided to just talk at random rather than on the specific task she had suggested earlier.

3:45 p.m.

I left the small group early in order to meet with the volunteer sample.

I explained to each (separately) that I would be doing a case study on each in order to determine qualities of the personality, background and attitude in interaction with the workshop, and that I would be observing them in the classroom in the fall. They all felt that this was fine and I made appointments to see them the next day.

Thursday, August 21

8:00 a.m.

The schedule for the Resource Center Section of the workshop called for the entire morning to be spent working on the resource units. This enabled me to station myself in the conference room adjoining the library for the purpose of showing participants and leaders the results of their California scores. I had found Wednesday that other than the independent group mentioned previously, most participants preferred this to be done privately. I had equipped the conference room with an ashtray. (The workshop rules given the first day had stated that smoking was permitted in rooms with ashtrays).

12:45 p.m.

The Micro-teaching program was the demonstration of the new touchtone Dial Access laboratory where students could learn quite independently; a fully automatic type of programmed learning. I did not observe this personally as I was still going over California results with participants and leaders. However, subsequent feedback indicated as before, that it seemed to be an interesting "toy".

Further, as it was demonstrated by the audio-visual technician rather than an educator, there were no classroom applications given.

1:30 p.m.

The Porta Pak (portable T. V. unit) was demonstrated. Participants had an opportunity to try using it. Although they registered an interest in it, again, as a gimmick, I had the feeling that if no one showed applications of the micro-teaching hardware to a resource center oriented school, this equipment would get little use in September.

2:30 p.m.

The Human Relations large group program was a talk by Mrs. "H" on environmental mastery and problem solving. She pointed out that the primary purpose of teaching was to assist students in these two closely related areas. She suggested that for practice the small groups should follow these steps:

1. Select a task or problem for the group, determining criteria for evaluation of the end product.
2. Discuss alternatives for accomplishing or solving the task or problem.
3. Make a decision on the most efficient alternative.
4. Implement the decision.
5. Evaluate the process.

3:15 p.m.

In the small group, the same one I attended the day before, talk centered around roles people play. The thought was expressed that roles can be different depending on the task involved.

I left there while the small group was discussing this as I had appointments to interpret more California test results. A subsequent check with two members of the group revealed that the entire time was spent discussing roles which they expressed as "the games people play" rather than the assigned topic.

Friday, August 22

8:00 a.m.

As this was the final day of the workshop, participants arranged their resource units in the Instructional Materials Production Center. Each participant had an opportunity to both display their own and view those of the other participants. Mrs. "C", Mr. "B", and Mr. "D" helped each to see the strengths and weaknesses of his unit. Morale appeared high and there were expressions of satisfaction for work well done. I noted that Mrs. "C" was so well regarded that praise from her was very important to participants. This seemed universally true of all participants. This activity continued all morning. While this was going on, I continued to interpret the results of the California with participants and leaders. I was interested in the groups reaction to the California Personality Inventory. No one voiced the opinion to me that it did not accurately record his personality characteristics. One leader and one participant asked for copies for their wives to take at home.

12:45 p.m.

The Micro-teaching Program concluded the week's activities with continued demonstrations and experimentation with the Porta Pak and the Touchtone Dial Access. Although I did not personally observe this, I was told that there was no summary activity of any kind.

2:30 p.m.

Mrs. "H" informed the large group that evaluation of the week's Human Relations workshop would be of greatest importance as a similar orientation was planned for the Summer of 1970. She asked that we submit written constructive criticisms on the daily critique sheet. The small group activity was to write suggestions for academic and social-emotional growth within the regular school program.

In the small group I attended, discussion centered on the value of Human Relations during the past week. The concensus of opinion was that the objectives or purpose of the Human Relations Section in general, or the small groups in particular, were never clearly presented. "Here we are at the end of the week and we still don't know what we're doing"! It was felt also that having the teachers and administrators mixed in small groups lessened distance between them and could lead to construction activity during the school year. The latter concept was written down by the group's recorder as being our suggestion.

3:00 p.m.

Small group activity was cut short by two events; the post-test with the semantic differential and a scheduled address by Mr. "A".

The test went smoothly, certainly with more enthusiasm and less tension than the pre-test, although participants were beginning to show fatigue from the week's activities.

Mr. "A"'s remarks were delivered with his usual self-confident delivery. Highlights from this speech were as follows:

1. You are leaders now! Please help new staff and each other!
2. Think of resources as "in addition to" rather than "instead of" regular class activities.
3. I appreciate your enthusiasm in developing new materials, but don't forget the kids.
4. Be interested in the kids' responses. If they end up teaching other kids, this is an important behavior in and of itself.
5. There must be better communication between schools and departments on the use of resources.
6. I use signs as constant reminders! Detail must be done by administrators and teachers alike.
7. Human relations are important! Remember their goals.

After these remarks, he thanked us for our time and left the room.

At this time Mrs. "H" asked the recorders from each small group to read the constructive criticisms. This was done quite rapidly as the hour was late and the audience noticeably restless.

CHAPTER V

ANALYSIS OF PARTICIPANT-OBSERVER DATA

Introduction

This chapter performs two functions regarding participant observation. First, it portrays separately my impressions of each morning and afternoon session of the workshop. Second, it summarizes the findings of participant-observation regarding each section of the workshop and the workshop as a whole.

Impressions of the First Morning

The morning activities appeared to be exceptionally well planned. The presentations ran smoothly with appropriate use of audio-visuals; specifically, the overhead projector, 35mm slides, 8mm movies, filmstrips, and an audio-tape. Leaders set a good example for the participants by not skipping out when their presence was not required. The audience appeared to be attentive throughout the morning. However, as informal remarks indicated, there was resentment regarding the no smoking rule, the compulsory nature of the workshop attendance, and that the workshop seemed to simply duplicate prior summer work. On the latter point, this was technically untrue in that the workshop encompassed many areas not covered by teachers' previous efforts. Yet this feeling persisted for a significant number of participants during the entire week. The negative feelings generated by the Superintendent's speech indicates an error in design.

The testing should have occurred before any other activity. However, as Mr. "A" had assured me that his talk was not controversial, and requested that he speak first, this occurred.

Impressions of the First Afternoon

The afternoon went less well than the morning. The use of the micro-teaching film and picking of bearded participants as volunteers were less appropriate. At this point, that section of the workshop seemed to be in trouble.

The Human Relations Section seemed to be running somewhat more smoothly. Nevertheless, there was an undercurrent of participant resentment that so much time was given to "playing games". There seemed to be a genuine confusion as to the objectives of the small group interaction, to say nothing of the whole Human Relations Section. This puzzled me until I read the mimeographed objectives sheet. The objectives were stated in such sophisticated psychologic terms that a lay teacher would experience difficulty in understanding them. They were also quite different from those presented by Mr. "I" and those given me in making the semantic differential. Further, this section of the workshop seemed to have at least some indication that trust between participants and Mrs. "H" might not be present. Participants asked me why she was so concerned with their anxieties. It seemed to me that if the issue of trust were not worked out soon, that this section of the workshop would operate on a surface level only.

Impressions of the Second Morning

I got the distinct impression that participants were impressed by the presentations by the leaders of the Resource Center Section. They were varied, multi-media oriented, and delivered with a polish which almost seemed rehearsed. Fragments of conversations that I overheard indicated that Mrs. "C" and Mr. "B" were highly respected for their knowledge and sincerity.

By Mrs. "H"'s request, I was to be a leader for the afternoon. This was a move of no small significance. The leaders of this section had been unenthusiastic about workshop evaluation in general, and me in particular as evidenced from their pre-workshop objection to personality testing and referring to me in front of participants as "The Evaluator" rather than by name. Further, in my role as both leader and evaluator, would I be as critical of the Human Relations Section? There was, after all, no shortage of experienced persons who could have fulfilled her request.

Impressions of the Second Afternoon

Judging from comments, it would appear that the absence of critiquing made the micro-teaching less than ideally effective. As to Human Relations, there seemed to be some question by participants that nearly one third of workshop time should be devoted to these activities. One informal comment that was reported to me was "We are not sure whether the small group interaction is important to the opening of this school. Couldn't it be done during the school year instead"?

Impressions of the Third Morning

As with the previous mornings, the Resource Center leaders' presentations reflected thorough preparation. Participants had appeared interested and asked relevant questions. The latter part of the morning indicated a dimension of workshop which worked better than I had expected. With most participants and leaders wishing to have me go over the C.P.I. results, there would be an opportunity for me to get informal feedback regarding the workshop; its concepts and its presentations.

Impressions of the Third Afternoon

It was even more apparent than the previous day that attitudes toward micro-teaching had not improved nor had communication in the Human Relations Section. For the former it seemed to be that the absence of constructive criticism made it a game. For the latter, unanswered questions as to objectives and methodologic relevance were equally bad. This was reported to me by participants while I interpreted C.P.I. scores.

By this time in the workshop, it was quite apparent to me that there were factions within the faculty. Subsequent analysis of testing and interview indicated that the largest group comprising some sixty percent were conformers. They were happy in their work, admired the leaders and on the whole expressed at least some satisfaction with the workshop activities. Approximately twenty percent enjoyed working in "Y", but did not trust or like its leadership. They expressed to me their dissatisfaction with the workshop.

These persons were careful not to voice their feelings publicly. The last faction was very independent. They supported the resource center concept strongly, but were less than enchanted by either leadership or the workshop. They expressed their feelings openly. Since they liked to smoke, they frequently worked in the faculty room. I noted that they were among the hardest working of the participants.

Impressions of the Fourth Morning

There is a point of significance regarding my personal credentials. I am a practicing psychologist, and the participants and leaders were aware of that fact. This awareness had a double effect on the C.P.I. interpretation sessions. First, they were genuinely therapeutic. Almost without exception, I became a part of their personal problems with my advice solicited. Second, interviews with ones psychologist enjoy the same legal confidentiality as do those with members of the medical and legal professions. That plus the fact that I would be leaving the workshop and, in effect, "Y" at the end of the week made for a complete openness in these interviews.

I adjusted my time schedule to the needs of each who came to me. As a result, the length of each interview varied. I found that I was caught up in a feeling that made these sessions as if each had come to me privately.

The California Personality Inventory is designed so that one's scores on the subtests are recorded on a profile sheet providing a comparison with the national norms for each sex. (Appendix E contains a sample profile.)

With each person, I interpreted the subtests by stating the characteristics the score indicated according to the manual. (Chapter VI lists these.) I prefaced this by mentioning that with the standard error of measurement in mind, it would be very likely that at least one characteristic per subtest or even one complete subtest would be in error.

It was not very long before I realized that remarks given me during these sessions could provide a most significant dimension in terms of finding out participants' feelings toward the Superintendent, the school system, the workshop, and themselves. Mr. "A" appeared to be universally admired for diligence, brilliance, and over-all ability. This and his almost puritanical personal life (neither smokes nor drinks) set him apart from others -- almost as inhuman or superhuman. This seemed to be a mixed blessing. Although no one questions his abilities, he tends to have an extremely high expectation of all teachers and administrators and yet does not delegate any authority -- a one man show. Mr. "A" likes signs and the school system is full of them. An example is "Patience can't help a rooster lay an egg". One participant pointed to one of these signs and said to me, "Big Brother"! As to other leaders, Mrs. "C" and Mr. "B" are universally admired as knowledgeable, genuinely helpful, and very human people. Mrs. "H" as both a workshop leader and influential in the school system outside of it seemed to have none of the respect other leaders had. Participants did not seem to trust her. Indications of this are shown by these remarks: "Tell her anything and Mr. "A" knows about it two minutes later" or "I don't know how they trust her with kids".

I mention these reactions to the workshop leaders because they represent feelings that participants brought with them to the workshop. As these feelings were delivered with intensity, they could not help but influence the effectiveness of the workshop. It is a small wonder that the participant reaction to the Resource Center Section was quite different from that of Human Relations -- regardless of differences in the quality of presentation.

Impressions of the Fourth Afternoon

Micro-teaching by the fourth afternoon had failed to bridge the gap between gimmicks and education tools. Further, absence of a professional critiquing process and demonstration by technicians rather than educators widened the gap.

As to Human Relations, Thursday had been peaceful as far as confrontations between its leadership and participants were concerned. However, in at least two small groups there was no attempt to discuss the assigned topics suggesting a lack of confidence in leadership's ability to furnish relevant topics.

Impressions of the Fifth Morning

A picture of an unresolved problem in the "Y" schools emerged from the C.P.I. sessions. In hiring faculty and administrators, "Y" logically picks persons who are independent, eager to try new methods, knowledgeable and self-confident. The pay scale is competitive, and as the system enjoys an excellent reputation, "Y" can be selective.

When one considers the radical changes from a traditional approach to independent study, this is only logical. However, the personality of the Superintendent is so overpowering, his approach to faculty and administrators is anything but flexible. This workshop was a typical example of the problem so created. Here was gathered the most talented, highly motivated creative group of teachers and administrators of my experience, placed in a rigid, highly structured workshop where even smoking was all but forbidden. The cry heard more than any other was "We like his ideas - why can't he let us do them in our own way?" This was not the complaint of a malingerer, but the distress of a creative person who just could not "fit the mold".

By noon, the leaders of the Resource Center team and Micro-teaching team had gone over their California results along with the majority of the participants. A rather significant difference occurred with the Human Relations leaders. The three leaders of that team suggested we do this after the workshop was over. Another leader suggested through Mrs. "H" that she interpret their results rather than have me do it.

Impressions of the Fifth Afternoon

I was surprised by the reaction voiced to me regarding the Superintendent's speech. To participants it seemed that his only interest (not true) in the workshop was to open and close it; that he was never a part of it. Leaders expressed to me that by coming in, again almost as an outsider, he broke the group feeling of elan which could almost be felt by the time he spoke.

Summary

Without question, the most significant aspect of this chapter is its demonstration of the importance of participant observation as a method of gathering information. Consider these samples. Feelings of participants toward the school system were brought to the workshop and were in themselves important variables. Actions and the reputations of the leaders (in and out of the workshop) were of profound importance to workshop success. Lack of relevance of some of the material presented and timing of the workshop (after related summer work, rather than before) created negative feelings. In all probability, none of these variables would have been known to exist, to say nothing of their being considered relevant if known, without participant observation. Consider trying to measure the true popularity of leaders by testing. Absence of trust with its accompanying fear of reprisal if honest feelings were put down on paper would invalidate the results.

Participant observation indicated strengths and weaknesses of the workshop as a whole as well as of each section of it. Consider first the workshop in its entirety. Without question, when a new school building is built incorporating a change in philosophy, some type of training of those who are to use it is important. The Superintendent as instructional leader organized the workshop to include concepts relevant to the change. However, there were some grave weaknesses:

1. Perhaps the most serious criticism deals with coordination of the three workshop sections.

Although they were related and important to each other, at no time did leadership attempt to point this out. As a result, on the last day of the workshop, participants indicated to me that they still saw the creation of resource units, micro-teaching, and human relations as distinctly separate.

2. Timing! The workshop would have been appropriate as introducing new methodologies in June. However, as it occurred in August after nearly all the participants and leaders had worked for weeks on resource units, the workshop was anti-climactic to say the least.
3. The choice of leadership for micro-teaching and human relations was unfortunate. Participants felt that the technician in the former could not tell them anything relevant to teaching. In the case of human relations, the failure of that section can be attributed directly to its leader.
4. No provision was made for individual differences in participant background or participant personality needs. Some of them were more expert in the use of materials and hardware in the creation of resource units than some of the leaders. Yet, these individuals had to do the same projects and attend the same demonstrations as those with no background. Further, a large percentage of the participants are very independent by nature.

To force them into a tightly structured workshop unnecessarily created negative feelings.

5. Not only was the workshop compulsory, the participants were not allowed reasonable freedoms. To prohibit smoking, or at least make it very inconvenient, for adults in a summer workshop gave initial, if not permanent, negative feelings about the Superintendent's trust of them and regard for their wants. No wonder a participant said, "'Y' treats its teachers like students and students like teachers."

The Resource Units Section

This was by far the best section of the workshop. Its leaders were knowledgeable, well prepared, and well respected. The subject matter was seen as relevant to the opening of an independent study-resource center oriented school. The only weaknesses of this section have already been mentioned; lack of provision for differences in participant preparation and that this activity took place at the wrong end of the summer.

The Micro-Teaching Section

The advent of "hardware" in the new building which was unfamiliar to the participants made the subject matter of this section very relevant. However, it was poorly presented:

1. The use of the Dwight Allen film made an unfortunate start to the program.

It particularly indicated lack of leadership knowledge or judgment regarding the preparation of the participants.

2. Picking the bearded participants as volunteers indicated an absence of harmony between participants and at least one leader.
3. Absence of critical evaluation of the micro-teaching tapes made that activity a "game" rather than a meaningful experience.

The Human Relations Section

As the new school is designed on the resource center concept with a close working relationship between teachers, paraprofessionals, and students, this section of the workshop was of paramount importance. However, it turned out to be the poorest section for these reasons:

1. There were very strong negative feelings between participants and this section's leaders, ranging from distrust to simple "dislike". Considering the depth and extent of these feelings, it was not possible for this section to operate effectively. Attempts to bridge the gap between herself and the participants seemed only to intensify the problem.
2. Unlike the resource unit section, the leaders of this part of the workshop were poorly prepared. This was especially evident in the small group activity.
3. The objectives were stated in obscure, psychologic terms defying participant understanding of them.

If they had been expressed in the same way she had given them to me for the semantic differential, this would not have happened. As a result, at the end of the week, participants were still asking what human relations was all about. The large and small group activity relevance to the opening of the new school, for example, was never explained although participants asked repeatedly.

When one considers the data this report furnished the Superintendent in terms of what to do and not to do in the preparation for other workshops, the significance of participant observation is clearly demonstrated.

CHAPTER VI

CASE STUDIES

Introduction

Case studies become an important strategy in participant-observer methodology as indicated in Chapter II in the researches of Philip Jackson, Louis Smith, and George Spindler. Participant-observation dealing primarily with the process of human behavior uses case studies to strengthen findings in terms of specific examples.

In this study, case studies go a step further to form a third method of workshop evaluation. The statistical method involves conclusions based on pre- and post-workshop attitudes toward stated performance objectives. The participant-observation method is primarily a thorough ecology of the process of the workshop itself. The use of case studies although in a sense part of participant-observation, is in an important way, uniquely different. It furnishes the dimension of an analysis of the product of the workshop, that is to say, the behavior of the participants which can be attributed to it.

Selection of the Sample for Case Study

Before the workshop began, I made a decision not to use random sampling methods in the selection of five participants for in-depth study. It appeared to me that since workshop attendance was not on a voluntary basis, random sampling might be viewed as another involuntary activity -- with accompanying negative feelings.

If such negative feelings were to occur, conclusions based on case studies would be of questionable validity. Therefore, I asked Mr. "A" to ask for volunteers for in-depth study as a dimension of workshop evaluation at the conclusion of his introductory remarks on the first day. By the end of the second day, fourteen participants had come to me for this purpose. I sat down with Mr. "A" to pick five from this group who would be considered a representative sample. We, then, intentionally ended with a varied group as to apparent personality needs, age, marital status, and subject matter taught. I was careful to insure that at least one volunteer was somewhat disenchanted with the workshop so that the entire group would not be pro-superintendent, a real danger since by "volunteering" they had responded to the Superintendent's request. In reference to the selection of the sample, there are some important considerations. Although the various factions of participants are represented, they are not represented proportionately. The findings might have been somewhat different if case studies were done of all participants, for example. However, the purpose of having case studies is to demonstrate the kinds of data this methodology can generate, and this particular sample does do this.

Case Study Form

Each case study consists of three parts. First is general demographic and personal background including stated feelings toward the workshop. Second is a detailed analysis of the results of the C.P.I.. (On the following page the eighteen C.P.I. scale descriptions are listed).

Third is a comparison between the resource units made during the summer before the workshop and those turned on the last day of it. The purpose of this is to determine whether there was a qualitative change in the units in reference to the performance objectives of the workshop. As in other sections of this study, the subjects are identified alphabetically. However, imaginary first names are added to make the case studies more natural.

CALIFORNIA PERSONALITY INVENTORY

Scale Descriptions

1. Dominance

To assess factors of leadership ability, dominance, persistence, and social initiative.

2. Capacity for Status

To serve as an index of an individual's capacity for status (not his actual or achieved status).

3. Sociability

To identify persons of outgoing, sociable, participative temperament.

4. Social Presence

To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.

5. Self-acceptance

To assess factors such as sense of personal worth, self-acceptance and capacity for independent thinking and action.

6. Sense of Well-being

To identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.

7. Responsibility

To identify persons of conscientious, responsible, and dependable disposition and temperament.

8. Socialization

To indicate the degree of social maturity, probity, and rectitude which the individual has attained.

9. Self-control

To assess the degree and adequacy of self-regulation and self control and freedom from impulsivity and self-centeredness.

10. Tolerance

To identify persons with permissive, accepting and non-judgmental social beliefs and attitudes.

11. Good Impression

To identify persons capable of creating a favorable impression, and who are concerned about how others react to them.

12. Communality

To indicate the degree to which an individual's reactions and responses correspond to the model ("common") pattern established for the inventory.

13. Achievement via Conformance

To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.

14. Achievement via Independence

To identify whose factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.

15. Intellectual Efficiency

To indicate the degree of personal and intellectual efficiency which the individual has attained.

16. Psychological-mindedness

To measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others.

17. Flexibility

To indicate the degree of flexibility and adaptability of a person's thinking and social behavior.

18. Femininity

To assess the masculinity or femininity of interests.

It should be noted that for these case studies scores will be presented as high or low. However, unlike an intelligence or achievement test, this does not indicate ability or worth, but rather a direction toward opposite poles of expressed personality traits.

Part I - History

Identifying Date

Mr. Joseph "N", age 26, single, male, Caucasian, second generation Portuguese-American, teacher of social studies. Joseph is an extremely handsome, meticulously dressed, highly verbal young man. He has the appearance of one who is very sensitive both as to himself and in regard to others.

Early Background

One of three children, Joe's early life has significant implications to his adult attitudes. Essentially status seeking middle class, his parents moved no less than eight times from Cambridge where he was born to California and then back to New England. Joe remembers his home as a "warm" one despite the fact that his father and mother were separated for some ten years. Wherever they lived there was persecution because of the Portuguese heritage. This persecution included accusations of having Negro blood. Joe never had to learn to cope with this completely as he was protected by his mother and grandmother. As a result, Joe grew up a "loner", never socializing to the extent of Scouts or Boys' Club.

Education

Joe graduated from Wakefield, Massachusetts High School having been a fair to poor student, staying back one year. It is significant that he wanted to be a teacher even then.

Upon graduation, he was accepted, conditionally because of his grades, at Massachusetts Bay Community College (M. B. C. C.). He did very well scholastically there, but with his lack of self-confidence never felt that he had earned the high grades. As a result, he left M. B. C. C. at the end of one year to live with various friends in New York City. At the end of a year of this general inactivity, feelings of worthlessness and family pressure were sufficient to lead him to return to college from which he graduated with honors. Joe then transferred to the University of Massachusetts where he majored in History and Education. While at the University, he sustained himself by a combination of scholarships and part-time work. He graduated a Dean's list student in 1966. Joe is now in a Master of History and Education program at the University of Massachusetts having earned 21 semester hours toward his degree.

Employment

All of Joe's adult employment has been as a social studies teacher at "X" Regional Junior High School for the past three years.

Summary

I have had the pleasure of watching Joe in interaction with students and would judge him an excellent teacher. It is interesting that the very qualities which appear to concern him, such as fear of non-acceptance, help make him outstanding. He is never overbearing, and his warmth and understanding are empathetically understood and appreciated by his students.

His colleagues regard him highly as dedicated and very competent. Joe felt that he was in harmony with all the performance objectives of the workshop. He seemed to enjoy the group activity and worked hard to benefit by his exposure to it.

Part II - The California Personality Inventory

Dominance

In this area, Joe did not differ significantly from the average. Therefore, he is between the extremes of aggressive, confident, outgoing and retiring, silent, and lacking in self-confidence.

Capacity for Status

Joe had a slightly above average score in this area indicating that he is somewhat active, ambitious, insightful, and resourceful.

Sociability

Joe had a slightly below average score in this area indicating some feeling toward being awkward, quiet, submissive, suggestible, and overly influenced by others' reactions and opinions.

Social Presence

Joe scored slightly above average indicating that he is somewhat intelligent, versatile, witty, and self-confident.

Sense of Well-being

Joe scored low in this section indicating that he is cautious, conventional, self-defensive, and apologetic.

Responsibility

Joe scored somewhat low in this area. This indicates a tendency toward being changeable, immature, moody, influenced by personal bias, and impulsive.

Socialization

Joe scored very low in this area. He is therefore, defensive, demanding, opinionated, resentful, and head-strong.

Self Control

This was Joe's lowest score. This places him as impulsive, excitable, irritable, and self-centered.

Tolerance

Joe scored moderately low in this area indicating that he is inhibited, wary, and distrustful in personal and social outlook.

Good Impression

Joe's score for this subtest was moderately low indicating that he is inhibited and wary, and that he is distant in personal relationships.

Communality

Joe scored slightly above average indicating moderation, test, reliability, sincerity, that he is realistic, honest, and conscientious.

Achievement via Conformance

Joe scored low in this area indicating that he is awkward, insecure, and easily disorganized.

Joe scored slightly below the average in this category indicating that he is somewhat inhibited, anxious, cautious, and lacking in self understanding.

Intellectual Efficiency

Joe scored slightly below the average in this category indicating that he is somewhat confused, cautious, conventional, and lacking in self direction.

Psychological Mindedness

Joe scored slightly above the average in this category indicating that he is spontaneous, quick, resourceful, changeable, verbally fluent, and rebellious toward rules.

Flexibility

Joe scored moderately high in this area indicating that he is insightful, informal, adventurous, humorous, rebellious, idealistic, assertive, and concerned with personal pleasure.

Femininity

Joe had a high score in this area indicating that he is appreciative, patient, helpful, gentle, moderate, persevering, and sincere; respectful and accepting of others; behaving in a conscientious and sympathetic way.

Summary

In interpreting these test results with Joe, I asked if he felt that it was an accurate personality portrayal.

He felt that it was except in the areas of Socialization and Good Impression. From my interaction with him including talking to his friends, and observing him in class, I would agree. I feel, rather, that he is in a process of growth and change which makes for a rather mixed and even contradictory picture on this test.

Part III - Resource Units

Joe's prior summer work had been as department representative in drawing up the budget for the social studies resource area. In this capacity, he had developed a series of audio-tapes to be used for a study of black history and culture.

During the workshop, his stated project was to add slides and response sheets to the slides for a multi-media program. (He continued the theme of black history and culture).

There was a pronounced change in this new project as compared to the previous summer activity. Joe's emphasis had changed to the use of materials with students on an individual basis where his previous efforts were for materials to be ancillary to the teacher's lecture. Thus Joe had fulfilled the performance objective of the workshop "Involves the learner in a choice of activities and responses".

Case Study #2Part I - History

Identifying Data

Miss Mary "O", age 47, single, female, Caucasian, teacher of mathematics. Mary is a neat appearing woman with an air of quiet competence. Although her expression borders on the severe, she speaks warmly to students and teachers as a quiet smile shines through.

Early Background

Mary is next to the youngest of seven children of a lower middle class family from Chicopee, Massachusetts. French Canadian by birth, her mother and father had struggled as part of minority group in what is essentially an Irish and Polish community. Mr. "O" was a hard-working skilled weaver in one of the Holyoke mills and died when Mary was in college. As her parents had very limited education, her desire for further education was not well understood. Mary's most vivid memory in childhood is of an almost total communication gap between parents, and between them and the children.

Education

Mary's scholastic record is impressive. She graduated fourth in her class from Chicopee High School in 1941. Like Joe, she wanted to be a teacher. She received a full scholarship to Washington University, majoring in science and mathematics. She graduated with honors in 1945. In 1960, she completed a Masters Degree in Mathematics and Education from the University of Massachusetts.

Employment

Mary has had a varied work life. After attaining her B. A. she worked as a research physicist for Monsanto Chemical, a position she held until laid off during the recession of 1949. For the next five years she worked as a chemist for various firms. In 1960, having saved enough to take a year off, she returned to college. She has been teaching mathematics in "X" Regional Junior High School ever since.

Summary

Mary is a highly talented teacher. In observing her classes, I have noted great patience and understanding with students. I was interested to note that she involved a practice teacher in meaningful activity with a good balance between freedom and support. However, Mary is a strong willed woman who is not shy about making her feelings known.

Regarding the workshop, Mary was certainly not supportive, and with reason. Mrs. "C" had worked closely with her in the weeks before the workshop developing independent study units in mathematics. These were not complete at the time of the workshop. Therefore, Mary resented the structure which prevented her from continuing her work. She was already familiar with the resource unit demonstrations of the mornings, and frankly felt that micro-teaching and human relations, although important, should have been pursued at some other time. As she stated, "I want these units I've been working on ready for the opening of school. Why couldn't these other things be done during the school year"?

Part II - Interpretation of the California Personality Inventory

Dominance

Mary scored quite high in this area indicating that she is aggressive, confident, planful; has initiative, and is self-reliant.

Capacity for Status

In this area, Mary scored slightly above average indicating that she is somewhat active, ambitious, forceful, insightful, resourceful, versatile, and effective in communication.

Sociability

Mary scored slightly below average in this section indicating that she is somewhat conventional, quiet, submissive, detached and passive.

Social Presence

Mary scored quite high on this sub-test indicating that she is clever, enthusiastic, imaginative, quick, informal, spontaneous, active and vigorous.

Self Acceptance

Mary scored very high in this area indicating that she is intelligent, outspoken, cool, versatile, witty, aggressive, and self-centered; possessing self-confidence and self-assurance.

Sense of Well-being

Mary scored slightly below average in this area indicating that she is cautious, apathetic, and conventional; self-defensive and apologetic.

Responsibility

Mary scored somewhat above average in this area indicating that she is responsible, thorough, progressive, capable, dignified, and independent.

Socialization

Mary scored quite low in this area indicating that she is defensive, headstrong, and rebellious.

Self Control

Mary scored very low in this area indicating that she is impulsive, shrewd, excitable, irritable, and self centered.

Tolerance

Mary scored somewhat low in this area indicating that she is inhibited, sloof, wary and retiring, disbelieving and distrustful in personal and social outlook.

Good Impression

Mary scored somewhat low in this area indicating that she is inhibited, wary and resentful; cool and distant in her relationships.

Communality

Mary scored slightly below average indicating that she has a tendency toward being impatient, changeable, complicated, nervous, and restless.

Achievement via Conformance

Mary scored slightly below average in this area indicating that she is stubborn, insecure, and opinionated.

Achievement via Independence

Mary also scored slightly below average in this area indicating that she is inhibited, anxious, cautious, and dissatisfied.

Intellectual Efficiency

Mary scored exactly on the average for this area indicating that she is neither the extreme of efficient, clear-thinking, progressive or confused, cautious, defensive.

Psychological Mindedness

Mary scored somewhat above average indicating that she is outgoing, spontaneous, quick, resourceful, verbally fluent and rebellious.

Flexibility

Mary scored exactly on the average for this area indicating that she is between the extremes of insightful, informal, humorous, sarcastic and cynical, worrying, guarded and rigid.

Femininity

Mary scored somewhat low in this area indicating that she is hard-headed, ambitious, masculine, active, blunt, and direct.

Summary

Mary feels that the C.P.I. quite accurately portrays her personality except for the areas of Well-being and Self Control. In observing her in class and with her peers, I agree. Her self control is excellent, and she is far from apathetic and conventional.

Part III - Resource Units

Mary's prior summer activity consisted of three weeks of intensive work in developing units of individual study for use in a consistent resource-centered approach for all mathematics courses. Her stated project during the workshop was to complete as many of these units as time permitted. As Mary's workshop project was a continuation of previous effort, there was no change. This is quite logical when this sequence of events is considered. Mathematics as a subject area does not lend itself easily to resource units. Therefore, Mary's prior summer activity was organized by Mrs. "C" on a one to one basis. This explains the lack of change and Mary's lack of enthusiasm for the tight structure of the workshop.

Case Study #3Part I - History

Identifying Data

Mr. John "P", age 34, married, male, Caucasian, teacher of science. John is a neat, conservatively attired, good looking man with an air of shyness bordering on deference. He has a warm personality which makes him popular with the students. He has the admirable knack of leading the students to work out solutions to their own questions. In the several weeks that I observed him he never once had to raise his voice. Well regarded by his superiors, John was chosen to do pilot study in the resource center approach the year prior to the workshop.

Early Background

John and his sister grew up on a farm in eastern Massachusetts from which has grown his interest in natural science. His father supplemented his modest farm income by working in a factory in order to keep the family at a lower middle class economic level. John remembers his parents as conservative "yankees" who did not get along too well with each other; his mother dominating and his father manipulative. John cannot recall a time when he was not interested in the outdoor life; hunting, fishing, and taking nature walks. Living in the country made children his age scarce, so he has learned to like being alone, a noticeable personality characteristic to this day.

Education

John graduated from Walpole High School in 1952. as an average student.

As he had to work after school, social activity was limited to Scouts. He attended the University of Massachusetts from 1952-59, interrupted by a two year tour in the army, graduating with a B. S. in Wildlife Management. This undergraduate education was financed by part-time work and the G. I. Bill. John received graduate credit in Wildlife Management from Pennsylvania State College and completed his Masters Degree in that field at the University of Massachusetts in 1961.

Employment

In addition to the Army, John has worked for the U. S. Wildlife Service in Utah and in Materials and Control at the Prophylactic Corporation in Northampton, Massachusetts. He entered teaching as a science teacher at the "X" Regional Junior High School in 1961 where he is today. John liked the wildlife service and would be inclined toward it today if it did not require him to be away from his wife and two children.

Summary

John is a "natural" teacher with an easy relationship with students. He is a master of his subject matter, and by his interest makes it live for his classes.

Regarding the workshop, much of the technical information and resource center philosophy was "old hat" as he had done pilot work in this area. As to human relations, he pointed out that its concepts were in harmony with his type of interaction with students.

Part II - Interpretation of the California Personality Inventory

Dominance

John scored somewhat low in this area indicating that he is retiring, inhibited, silent, slow in thought and action.

Capacity for Status

John scored slightly below average in this area indicating that he has a tendency toward being apathetic, shy, conventional, uneasy and awkward in new or unfamiliar social situations.

Sociability

John scored somewhat low in this area indicating that he is conventional, quiet, submissive, detached, and passive.

Social Presence

John scored fairly high in this area indicating that he is enthusiastic, imaginative, informal, spontaneous, and vigorous.

Self-acceptance

John scored slightly below average in this area indicating that he is somewhat methodical, conservative, dependable, easy going, and quiet.

Sense of Well-being

John scored on the average in this area indicating that he is between the extremes of ambitious, alert, versatile and unambitious, leisurely, and cautious.

Responsibility

John scored slightly below the average indicating that he leans somewhat toward being awkward, changeable, and immature.

Socialization

John scored quite low in this area indicating that he is defensive, opinionated, headstrong, and rebellious.

Self-control

John scored quite low in this area indicating that he is impulsive, shrewd, excitable, aggressive and assertive.

Tolerance

John scored slightly above average in this area indicating that he leans slightly toward being enterprising, informal, quick, tolerant, clear thinking, resourceful, and intellectually able.

Good Impression

John scored very low in this area indicating that he is inhibited, wary, resentful; and cool and distant with others.

Communality

John scored slightly above average in this area indicating that he has a tendency toward being moderate, tactful, reliable, sincere, patient, steady, and honest.

Achievement via Conformance

John scored a little below average in this area indicating that he has a slight tendency toward being stubborn, awkward, insecure, and opinionated.

Achievement via Independence

John scored slightly above average in this area indicating that he is inclined toward maturity, forcefulness, dominance, foresight, independence, and self reliance.

Intellectual Efficiency

John scored slightly below average in this area indicating that he is somewhat cautious, easy going, and conventional.

Psychological-mindedness

John scored very high in this area indicating that he is outgoing, spontaneous, quick, resourceful, changeable, verbally fluent, rebellious toward rules, restrictions, and constraints.

Flexibility

John scored a little below average indicating that he is slightly inclined toward being deliberate, worrying, industrious, guarded, mannerly, methodical, and deferential to authority.

Femininity

John scored slightly above average indicating that he is inclined toward being appreciative, patient, helpful, gentle, moderate, persevering, sincere, respectful, and accepting of others.

Summary

John felt very comfortable with the results of the C.P.I., and did not feel that any section of it was in appreciable error. In observing him in class and talking with him, I would concur, despite the seeming contradiction in some of the sub-tests.

It is very simply that John is a very complex person under his very calm exterior.

Part III - Resource Units

John was science coordinator for the science resource center during the weeks before the workshop. Unlike the other participants, he had done a pilot study on resource units during the previous school year. Despite this previous exposure, there was a change in John's approach after exposure to the workshop performance objectives. Specifically, he incorporated the use of stated objectives with all new units, and then added objectives to materials prepared previously.

Case Study #4Part I - History

Identifying Data

Mrs. Ann "Q", age 27, married, female, Caucasian, teacher of art. Ann is a strikingly attractive young woman. Slight in stature, one is immediately struck by her poise and self-assurance. She is invariably cheerful in a way which makes others respond to her positively. In class she has the knack of encouraging her students to feel free to experiment in the various media. She often has as many as ten groups operating simultaneously without losing control of the situation. She seems to enjoy equally high regard from students, her superiors, and her peers.

Early Background

Ann is an only child raised in a middle class environment. She remembers her mother as being somewhat conscious of improving their status. They lived in the country, but this did not particularly make for aloneness as there were neighbors' children and a riding stable across the street. Although there was no particular disharmony, it was not a close family. When Ann was twelve, her father died causing her mother to go to work. During her high school years, Ann was not only a member of many organizations, but also a leader. She had many social friends, but few close ones.

Education

Ann graduated from Quincy, Massachusetts High School as a "B" student.

She received her Bachelors Degree in Home Economics Education with an Art minor from the University of Massachusetts. Her mother had sufficient financial means so that Ann had only to work summers during her undergraduate years. Recently she has been working towards a Masters Degree in Aesthetics in Education and twenty-one semester hours towards that end.

Employment

Although Ann's career has been entirely teaching, it has been under varied conditions. She started by teaching in a ghetto school in Springfield, Massachusetts. For two years she taught in the Belchertown State School for the Mentally Retarded. Ann is now in her third year as an art teacher at "X" Regional Junior High School

Part II - Interpretation of the California Personality Inventory

Dominance

Ann scored slightly below average in this area indicating a tendency toward being retiring, inhibited, indifferent, and silent.

Capacity for Status

Ann scored somewhat above average in this area indicating that she is active, ambitious, forceful, insightful, ascendent, and effective in communication.

Sociability

Ann scored quite high in this area indicating that she is confident, enterprising, outgoing, competitive, original and fluent.

Social Presence

Ann scored very high in this area indicating that she is clever, enthusiastic, imaginative, quick, informal, spontaneous, and active; having an expressive nature.

Self-acceptance

Ann scored fairly high in this area indicating that she is intelligent, outspoken, cool, versatile, and self-confident.

Sense of Well-being

Ann scored fairly high in this area indicating that she is ambitious, alert, versatile, productive, and active.

Responsibility

Ann scored slightly above average indicating some tendency toward responsibility, thoroughness, progressiveness, capability, dignity, independence, and conscientiousness.

Socialization

Ann scored quite low in this area indicating that she has a tendency toward being defensive, demanding, headstrong and rebellious.

Self-control

Ann scored quite high in this area indicating that she is enterprising, informal, quick, tolerant, clear thinking, resourceful, and intellectually able.

Good Impression

Ann scored quite high in this area indicating that she is cooperative, enterprising, outgoing, warm, and helpful.

Communality

Ann scored exactly average in this area indicating that she is between the extremes of moderate, tactful, reliable, steady and impatient, changeable, restless.

Achievement via Conformance

Ann scored quite high in this area indicating that she is capable, cooperative, organized, responsible, stable, and sincere.

Achievement via Independence

Ann scored very high in this area indicating that she is mature, forceful, dominant, foresighted, and self-reliant.

Intellectual Efficiency

Ann seemed exceptionally high in this area (higher than any other participant or leader) indicating that she is efficient, clear thinking, intelligent, progressive, thorough, resourceful, alert, and well informed.

Psychological-mindedness

Ann scored quite high in this area indicating that she is outgoing, spontaneous, quick, resourceful; rebellious towards rules, restrictions, and constraints.

Flexibility

Ann scored very high in this area indicating that she is insightful, informal, adventurous, humorous, and assertive.

Ann scored somewhat low in this area indicating that she is hard-headed, ambitious, masculine, active, robust; blunt and direct in thinking.

Summary

Ann feels that the C.P.I. rated her more positively than would be perfectly accurate. From my vantage point as observer, she is being too modest. She has a personality and manner which makes her contribution to "Y"'s Schools an outstanding one.

Part III - Resource Units

Ann had undertaken the creation of a number of single concept 8mm films on techniques of working with clay as her prior summer activity. Her stated workshop project was to prepare audio-tapes and response sheets for these films. There was a change in Ann's approach to this which is in keeping with the workshop performance objectives. Her earlier orientation had been directed to large group use of the films. After the workshop, she showed enthusiasm for individual student use. This was basically the same change as Joe made.

Case Study #5Part I - History

Identifying Data

Mr. William "R", age 36, married, male, Caucasian, teacher of emotionally disturbed children. Bill is a large red-headed Irishman with a commanding appearance. Beneath this rough exterior is a deep understanding of and sympathy for human problems. With the students he combines firmness with freedom providing the flexible structure so necessary for children with emotional problems.

Early Background

Bill is one of three children of a middle class family from Clinton, Massachusetts. He remembers his parents as being very interested in social life, but not particularly seeking to change their social class. They were married young which could have provided a closeness, but did not as they were pre-occupied with entertaining themselves. Bill remembers that he was brought up in large part by an aunt and grandmother.

In high school, Bill was a "C" student. Not a "joiner" himself, his primary social outlet was in athletics where he was a leader. Whenever he could, he worked after school. Bill went directly from high school to the Navy where he served for four years. He was married while in the service and now has three children.

Bill graduated from Clinton, Massachusetts High School in 1952.

After the Navy, he was accepted into Fitchburg State Teachers College where he majored in Special Education. He was a Dean's List Student for the four years there, and president of his class for the last two years. While there he supported his family by part-time work and the G. I. Bill. Since teaching in "Y", Bill has been taking graduate courses in his field.

Employment

Except for the Navy, all of Bill's full-time employment has been as a teacher in "Y" Schools. Prior to this year, he had been teaching retarded children.

Summary

Arrangements for emotionally disturbed children are somewhat unusual at "X" Junior High School, in that they are not segregated into a single class. Instead, such students come to Bill one at a time or in small groups. A student might be with him all day or only a period or two. Therefore, the program demands both a high degree of flexibility on the part of the teacher as well as his close rapport with other teachers. Bill fits this role perfectly. Although he calls himself "restless", he appears very calm.

Coming from an elementary building, the workshop concepts were completely new to Bill. He, therefore, dived into the workshop situation with his customary enthusiasm. At the end of the week he felt that the mornings had been well worthwhile; that resource unit-independent study was the perfect approach for disturbed children. However, he felt that the Human Relations Section was not successful.

Part II - Interpretation of the California Personality Inventory

Dominance

Bill scored very high in this area indicating that he is aggressive, confident, outgoing, having initiative, and self-reliant.

Capacity for Status

Bill scored somewhat above average in this area indicating a tendency toward being active, ambitious, forceful, insightful, and versatile.

Sociability

Bill scored somewhat above average in this area indicating that he is confident, enterprising, ingenious, competitive, and forward.

Social Presence

Bill scored very high in this area indicating that he is clever, enthusiastic, imaginative, quick, spontaneous, having an expressive nature.

Self-acceptance

Bill scored somewhat above average in this area indicating that he is ambitious, alert, versatile, productive, and active.

Responsibility

Bill scored somewhat above average in this area indicating that he is responsible, thorough, progressive, capable, independent, conscientious, and dependable.

Socialization

Bill scored exactly on the average in this area indicating that he is between the extremes of honest, industrious and defensive.

Self-control

Bill scored slightly above average in this area indicating an inclination toward being calm, patient, practical, and thoughtful.

Tolerance

Bill scored somewhat above average in this area indicating that he is enterprising, informal, quick, tolerant, clear thinking, resourceful, and intellectually able.

Good Impression

Bill scored slightly above average indicating an inclination toward being cooperative, enterprising, outgoing, warm and helpful, and persistent.

Communality

Bill scored slightly below average in this area indicating an inclination toward impatience, changeability, nervousness, and restlessness.

Achievement via Conformance

Bill scored somewhat above average in this area indicating that he is capable, cooperative, organized, responsible, stable, and sincere; persistent and industrious.

Achievement via Independence

Bill scored somewhat average in this area indicating that he is inclined toward being mature, forceful, demanding, and self-reliant.

Intellectual Efficiency

Bill scored slightly above average in this area indicating that he is efficient, clear-thinking, intelligent, and thorough.

Psychological-mindedness

Bill scored somewhat above average in this area indicating that he is outgoing, spontaneous, quick, resourceful; rebellious toward rules, restrictions, and constraints.

Flexibility

Bill scored somewhat above average in this area indicating that he is insightful, informed, adventurous, rebellious, and idealistic.

Femininity

Bill scored slightly above average indicating an inclination toward being appreciative, patient, helpful, gentle, and sincere.

Summary

Bill feels that the C.P.I. accurately portrays his personality except, in his words, "It makes me look too good". In observing Bill at work, I would judge this test to be highly accurate regarding him. It is Bill's personality with its complementary components of flexibility, strength, and sensitivity to the needs of other people that makes him so effective a teacher.

Part III - Resource Units

Bill was not involved in the pre-workshop activity, and further had not been a junior high teacher before. Therefore, the performance objectives of the workshop were completely new to him. His stated workshop project was to develop an openended multi-media resource unit in human relations for disturbed children. The results of this project are highly significant. According to the Resource Center Leaders, his project was the one which most closely met the criteria set up in the stated objectives of the workshop. In fact, this project was the only which fulfilled all performance objectives. As Bill had not been exposed to prior summer activity, this may be significant.

Conclusion

This chapter of case studies has furnished a close look at the product of the workshop, that is to say, the post-workshop behaviors which could be attributed to it. Post-workshop in this reference means at the end of the week of August 18-22, 1969. This study did not verify behavior change in the classroom. The findings of the case studies were very significant, in that they were able to demonstrate positive results of the workshop whereas participant-observation was critical. Perhaps the most interesting result is demonstrated in the excellent unit developed by Bill. If his behavior is in any way representative of other participant behavior, "Y" would have done well to minimize the pre-workshop exposure to resource units.

However, as there are other variables which could have influenced this behavior, such as Bill's very positive C.P.I. profile, further investigation is indicated. This would be very difficult for this particular workshop in that nearly all of its participants had prior exposure to its concepts.

CHAPTER VII

ANALYSIS OF STATISTICAL DATA

Introduction

This chapter consists of an analysis of the scores made by participants and leaders on the semantic differential. The scales on this test were performance objectives of the workshop and are identifiable by workshop section. Therefore, there is a pre- and post-workshop comparison in total and by workshop section for the combined participants and leaders. A reliability check on the pre-test of the semantic differential is included.

Reliability of the Semantic Differential

One should always check the reliability of a test instrument. In this instance it was doubly important. The semantic differential was created from performance objectives furnished by workshop leaders. Further, as the workshop attendance was involuntary, there was no guarantee that participants would be conscientious in filling them out.

As there was only one form of this test, it was decided to use the Spearman-Brown Prophecy Formula (40) whereby the fourteen items of each of the eight scales were divided into half tests. It is recognized that the correlation between two halves is, of course, lower than the correlation could have been with alternate forms. However, the reliability of the entire test can be estimated from the correlation

between the half tests as follows:

R = correlation between 2 comparable test forms

r = correlation between 2 half tests

$$R_2 = \frac{2r}{1+r}$$

Table I indicates the results of the split half reliability check.

As can be readily seen, the reliability is very high.

Chart I

Split-Half Reliability Check

Correction Formula

$$R_2 = \frac{2 R}{1+R}$$

$$\text{Scale I} \quad R_2 = \frac{2 (.7750)}{1 + .7750} = .87$$

$$\text{Scale II} \quad R_2 = \frac{2 (.8253)}{1 + .8253} = .91$$

$$\text{Scale III} \quad R_2 = \frac{2 (.8934)}{1 + .8934} = .94$$

$$\text{Scale IV} \quad R_2 = \frac{2 (.8950)}{1 + .8950} = .94$$

$$\text{Scale V} \quad R_2 = \frac{2 (.9065)}{1 + .9065} = .95$$

$$\text{Scale VI} \quad R_2 = \frac{2 (.9125)}{1 + .9125} = .95$$

$$\text{Scale VII} \quad R_2 = \frac{2 (.9391)}{1 + .9391} = .97$$

$$\text{Scale VIII} \quad R_2 = \frac{2 (.9300)}{1 + .9300} = .96$$

Pre and Post Workshop Semantic DifferentialReflection of Differences

A multivariate analysis (9) of variance was computed in order to say whether or not, all scales of the semantic differential considered, there was demonstrated a significant change before and after the workshop. The means and standard deviations of the pre and post semantic differential scales are reported in Table II. The value of $F(8, 69)$ was .47 which is not significant.

There is a logical reason for this. None of the performance objectives of the workshop were completely new to the participants as they had done similar work during the early weeks of the summer. Therefore, one would predict that there would not have been any significant change in attitude toward these objectives.

It is of further interest that included in this analysis was a determination of whether there was any correlation between participants personality components as indicated on the California Personality Inventory and Participant attitude as indicated on the semantic differential. The result was that there was no significant correlation.

Chart IIPre and Post Semantic Differential

		<u>Pre</u>	<u>Post</u>	<u>Difference</u>
Scale I	\bar{X}	50.1	53.7	3.6
	S.D.	7.1	9.4	2.3
Scale II	\bar{X}	57.8	58.8	1.0
	S.D.	7.1	7.5	.4
Scale III	\bar{X}	56.3	58.2	1.9
	S.D.	8.9	7.5	-1.4
Scale IV	\bar{X}	49.1	51.2	2.1
	S.D.	8.5	10.2	1.7
Scale V	\bar{X}	56.2	57.3	1.1
	S.D.	7.1	8.2	1.1
Scale VI	\bar{X}	54.7	55.4	.7
	S.D.	7.7	4.3	-3.4
Scale VII	\bar{X}	53.9	55.2	1.3
	S.D.	8.1	4.6	-3.5
Scale VIII	\bar{X}	52.2	54.6	2.4
	S.D.	9.8	4.0	-5.8

Semantic DifferentialFrequency Distribution Analysis

An analysis of the distribution of responses registered on the fourteen items (opposite adjectives) for each of the eight semantic differential scales (performance objectives) is an important part of the statistical analysis of this study for these reasons. The multi-variate analysis of variance of all scales indicated that there was not a significant change before and after the workshop. However, a frequency distribution does give some data regarding participant-leader feelings toward particular performance objectives. Further, the frequency distribution indicates, by a large number of neutral responses, that some of the adjectives were perceived inappropriate and could be removed for a future use of this test with the same subjects. This would simplify the scales lowering errors due to fatigue or boredom.

In order to consider the implications of the frequency distribution, it is appropriate to list the eight scales and the workshop section for which each is a performance objective.

1. Inservice teacher workshops are important in improving classroom effectiveness. (This scale does not relate to a particular section, but to the whole workshop).
2. If you really want to help your students' personality growth, you need to know their attitudes and feelings. (Human Relations Section)
3. Resource centers are effective as vehicles in providing individualized study. (Resource Center Section)

4. What? Micro-teaching again? (Micro-teaching Section)

As this is not a performance objective and in fact is ambiguous, there can be no valid statistical data resulting from this scale.

5. In order to help students in their personality growth, you need to know your own "hang-ups". (Human Relations Section)

6. Resource materials created or compiled by yourselves have more relevance than commercial products. (Resource Center Section)

7. It is important for teachers to be able to discuss themselves and others freely and objectively. (Human Relations Section)

8. It is important that students respond to resource centers as behavioral learning experiences rather than as a mastery of content. (Resource Center Section)

The first discussion of findings relates to items not perceived by the subjects as significant. This is determined in the following manner. Each participant indicated for each item a score value ranging from 5 (high value) to 1 (low value) with a score of 3 being neutral. Therefore, any item with a high number of threes was perceived as not relevant to the objective. The items having a high number of threes are ugly-beautiful, profane-sacred, fragrant-foul, and sweet-sour. Thus this semantic differential if used again in "Y" with the same subjects could be simplified to have only 10 items.

Second, considering the items which were perceived as relevant, one side stands out as having very few high scores; and that is micro-teaching. Although this is an imprecise analysis, micro-teaching

had only one half of the number of strongly positive scores than did any other objective. However, the ambiguity of the wording of this side makes conclusions regarding this less than meaningful.

Chart III reports the complete frequency distribution on the semantic differential. The horizontal numbers under the words pre-test and post-test are the eight scales listed in the order which they occur. The opposite adjective items are in the vertical column. As there were thirty-nine participants and leaders taking the test, the sum of numbers in each cell is thirty-nine.

Chart III

Semantic Differential

Frequency Distribution

			PRE-TEST								POST-TEST								
			1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	
5 Good	3 Neutral	1 Bad	1	0	0	1	2	0	0	1	1	1	1	0	2	0	0	0	1
			2	1	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0
			3	5	1	3	4	1	3	2	6	3	0	0	5	1	0	0	2
			4	21	6	1	16	8	14	7	7	4	3	5	6	5	13	7	8
			5	12	32	34	17	30	21	29	25	31	35	34	17	33	26	32	28
1 Ugly	3	5 Beautiful	1	0	0	1	2	0	0	0	1	1	1	1	0	0	0	0	1
			2	1	1	0	0	0	0	1	1	0	0	0	3	0	3	1	1
			3	23	8	12	17	11	12	8	15	12	9	9	16	16	18	16	18
			4	12	15	16	15	15	13	20	13	15	15	14	11	13	7	6	7
			5	3	15	10	5	13	14	10	9	11	14	16	8	10	11	16	12
5 Sweet	3	1 Sour	1	0	0	1	2	0	0	0	0	1	1	1	1	0	0	0	1
			2	3	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0
			3	22	14	17	29	18	19	18	17	15	15	16	24	17	20	13	20
			4	13	16	16	7	14	12	15	15	18	13	12	6	10	12	17	10
			5	1	9	5	1	7	8	5	7	5	10	10	6	11	7	7	8
1 Dirty	3	5 Clean	1	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	1
			2	2	0	0	0	0	0	1	1	0	0	0	1	0	0	1	0
			3	15	17	15	23	16	21	17	19	17	10	14	23	14	22	18	18
			4	17	10	14	10	10	10	15	13	13	10	10	8	10	8	14	12
			5	5	12	10	5	13	8	6	5	8	14	15	7	15	9	6	8
5 Tasty	3	1 Distasteful	1	0	0	0	0	0	0	0	1	2	1	0	1	0	0	0	0
			2	4	0	2	2	0	0	1	1	0	0	0	2	0	1	1	1
			3	18	15	16	20	12	16	21	18	17	16	16	21	13	13	13	21
			4	15	18	15	16	12	16	11	13	15	12	10	10	14	15	20	10
			5	2	6	6	1	15	7	6	5	5	10	13	5	12	9	5	7
1 Worthless	3	5 Valuable	1	1	0	1	1	0	0	0	1	1	1	0	2	1	0	1	1
			2	1	0	2	0	0	0	0	0	0	1	1	0	0	0	0	0
			3	2	0	3	7	2	3	2	5	4	1	0	1	0	1	0	4
			4	19	8	0	15	11	11	10	8	8	2	2	6	13	11	6	9
			5	16	31	33	16	26	25	27	25	26	34	36	30	25	27	32	25
5 Pleasant	3	1 Unpleasant	1	1	0	1	1	0	0	0	1	0	8	0	1	2	0	1	1
			2	2	1	0	3	1	0	1	2	0	0	0	1	0	0	2	0
			3	11	7	4	11	10	9	15	10	9	6	10	10	8	11	12	10
			4	22	13	10	17	18	15	15	14	15	15	16	16	15	16	16	16
			5	3	18	24	7	10	15	8	12	15	17	13	11	14	12	8	12

Chart III (Continued)

Semantic Differential

Frequency Distribution

			PRE-TEST								POST-TEST							
			1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
1	3	5	1	0	0	1	1	1	0	0	0	1	1	0	1	0	0	1
Bitter	Neutral	Sweet	2	1	0	1	1	1	0	1	2	0	0	0	1	0	0	1
			3	22	19	19	26	21	20	22	21	17	15	16	23	19	20	22
			4	16	18	15	10	12	15	14	15	16	14	13	12	10	11	10
			5	0	2	3	1	4	4	2	1	5	9	10	2	10	8	5
5	3	1	1	1	0	1	1	0	0	0	0	1	1	0	1	0	0	1
Happy		Unhappy	2	0	1	1	1	1	0	0	2	2	0	0	2	0	0	1
			3	18	6	3	15	12	17	21	19	9	10	6	15	14	13	19
			4	15	17	19	19	15	13	12	14	17	14	15	10	13	17	8
			5	5	15	15	3	11	9	6	3	10	14	18	11	12	9	10
1	3	5	1	0	0	1	1	0	0	0	1	1	1	0	2	0	0	1
Profane		Sacred	2	3	1	1	1	1	1	1	2	0	0	0	0	0	0	0
			3	28	20	21	31	24	26	26	25	32	22	23	25	22	26	24
			4	8	12	11	6	9	7	9	9	5	8	14	9	9	10	9
			5	0	6	5	0	5	5	3	2	1	8	2	3	8	3	5
5	3	1	1	1	0	1	1	0	0	0	1	1	1	0	1	0	0	1
Fragrant		Foul	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
			3	25	19	24	28	25	25	29	24	23	21	25	25	24	28	27
			4	12	19	9	6	9	8	6	10	10	10	8	11	11	8	9
			5	1	1	4	4	5	6	3	4	5	7	6	2	4	3	3
1	3	5	1	0	0	1	1	0	0	0	1	1	1	0	1	0	0	1
Dishonest		Honest	2	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0
			3	7	5	5	13	2	5	2	6	9	4	4	9	3	6	3
			4	16	11	15	12	8	15	14	14	13	6	9	18	10	11	5
			5	13	23	18	12	29	19	23	18	16	28	26	11	26	22	31
5	3	1	1	1	0	1	1	0	0	0	0	1	1	0	1	0	0	1
Fair		Unfair	2	2	0	1	0	0	0	1	0	0	0	0	2	0	0	0
			3	11	3	6	2	1	5	4	6	7	4	4	7	4	7	2
			4	13	8	11	18	10	16	14	13	15	7	8	12	8	9	10
			5	12	28	20	18	28	18	20	20	16	27	27	17	27	23	26
1	3	5	1	2	1	1	1	0	0	0	1	1	1	0	1	0	0	1
Awful		Nice	2	2	1	0	2	2	0	1	1	0	0	0	1	1	0	1
			3	13	7	7	16	12	12	17	15	17	12	12	18	11	13	9
			4	19	16	17	15	16	16	18	16	11	16	7	14	10	15	16
			5	3	14	14	5	9	11	3	6	10	10	20	5	17	11	13

Semantic Differential Covariance Analysis

A comparison of the subjects' (participants and leaders) responses on the semantic differential eight scales post-test was made in order to determine whether they responded differently on the scales after adjustment had been made to the pre-test scores. That is to say, did the scales show a differential effect of the workshop components upon the subjects' attitudes toward those components. The results indicated that $S(7,303)$ is .42 which is not significant. This indicates that subjects did not have differing attitudes toward the workshop performance objectives at the end of the workshop.

Summary

Analysis of statistical data may be summarized as follows;

1. The semantic differential was a reliable instrument.
2. The multivariate analysis of the semantic differential indicated that there was not a significant pre- and post-workshop change in attitude towards performance objectives. It further demonstrated that there was no significant correlation between personality components and attitude toward the performance objective.
3. The frequency distribution analysis indicated ways of simplifying the semantic differential as an instrument for future use.
4. The analysis of covariance indicated that participants did not feel differently toward the eight performance objectives at the end of the workshop.

These findings are interesting in comparison with those of the other evaluative methodologies. The reliability check confirms both the case study and participant observation conclusion that despite negative feelings, participants did try to fulfill performance objectives. That these performance objectives were not perceived as new is confirmed by all three methods. The covariant analysis did not indicate that participants felt differently toward the performance objectives of the workshop sections at the end of the workshop. This indicates that negative feelings generated toward the Human Relations Section during the workshop did not affect participants attitudes toward its objectives.

CHAPTER VIII

STUDY SUMMARY, CONCLUSIONS, AND
RECOMMENDATIONSIntroduction

The focus of this study was the demonstration of three methods of workshop evaluation as applied to a particular inservice teacher workshop. The stated purpose was to establish a replicable methodology for evaluation. Having stated the findings of the three methods, the contribution of each to evaluation must be assessed,

The Contribution of Participant-Observation

The use of this anthropological methodology in comparison to other methods represents an unique contribution of this study to educational research. Not only is this an innovative use of this strategy, the method itself furnished information neither statistical or case study techniques were able to do. Consider these sample findings:

1. Participants' feelings (pro and con) affected the former's willingness to accept subject matter presented.
2. Participants had negative feelings toward the involuntary nature of the workshop.
3. Participants resented the absence of recognition of their individual differences.
4. Things that seem unimportant to the leadership (such as no smoking) may affect the tone of the entire workshop.

5. Feelings of the participants regarding the School System and its philosophy affected their acceptance of the workshop.
6. Participant-observation revealed an important evaluative dimension to leaders. When the presented materials or methods were perceived by participants as irrelevant, they were rejected.
7. Although negative feelings existed among participants, these did not appear to affect performance in the preparation of resource units.

If an evaluative measure is to be helpful to workshop leadership, feedback must be complete and understandable. Positive and negative facets of the workshop must be known, the former to be expanded and the latter avoided, if there is to be improvement in future workshop presentations. Participant-observation was demonstrated to be invaluable in this context.

The Contribution of Statistical Approaches

This, the traditional method of evaluating workshops, furnished information which could only come from this source. As the particular semantic differential scale used was created for this workshop, there was the possibility that it was not a reliable instrument. The half-test reliability check established that this was in fact a very reliable one. This has a further significance regarding the involuntary nature of workshop attendance in that negative feelings existed among participants.

There was, therefore, the strong possibility that there would be

a tendency to sabotage the testing. The half-test reliability check confirmed that this did not happen. This correlates with the finding of participant-observation that negative feelings did not prevent those who were less than enchanted by the workshop from working toward its performance objectives.

The multivariate analysis of the semantic differential also furnished important results, most particularly that there were not significant pre- and post-test differences. As none of the performance objectives was completely new to participants through similar prior summer activity and other inservice training, this was a logical finding. The significance of this methodology is that it established as fact that which by other methods would have simply been guesswork.

Thus we have two important contributions of statistical methodology. The first is that it may act as a "check" on other evaluative methods. The second is that it furnishes findings not available through either participant-observation or case studies.

The Contribution of Case Studies

The purpose of this evaluative methodology was to furnish an in-depth look at a sample from the population of participants. The findings from this method were especially significant in that it dealt with the product of the workshop, that is to say, the post-workshop participant behavior that could be directly attributed to it. This strategy confirmed a finding of the other two methodologies-- that despite the fact that negative feelings were present, these did not prevent participants from putting into effect the creation of model resource units.

There was an interesting finding of special significance to the workshop leadership. The resource unit which most completely fulfilled all of the workshop performance objectives was done by a participant who had not had exposure to them prior to the workshop. This participant had not worked during the summer nor had he even been in the Junior High School previously. With this in mind, the Superintendent should ask himself if the workshop's objectives had not been over-sold to participants during the previous year to the point where they had become "old-hat" by August 18th.

Conclusions

Prior to evaluating the contributions of these three methods, I would have predicted that only participant-observation would be significant to workshop evaluation. However, the findings of this study prove otherwise. Each methodology furnished separate findings the others could not. Yet by having all three strategies, there was some confirmation between them in terms of findings.

Therefore, the conclusion of this study is this. The recommended replicable methodology for complete workshop evaluation is the utilization of all three methods. Only in this way is the entirety of the workshop seen in terms of its processes and products. The most important contribution of this study is its demonstration of the significance of interdisciplinary evaluative methodologies to educational research.

Recommendations

In the course of conducting this study, I discovered procedural problems. Fortunately there are solutions to these as follows:

How the participant-observer is introduced to the participants tends to establish his role. When the Superintendent introduced me as the workshop evaluator, I was immediately perceived as a leader. This made it awkward initially in persuading participants to confide in me. The solution is quite simple. There should be at least two people doing the evaluation. One can do the testing. Whatever way he is perceived is then of little consequence in that his contact with participants and leaders is very limited. The other, almost of necessity a psychologist, can be more of a participant mingling with the group and interpreting the personality inventory.

The evaluating team by the nature of this name tends to be a threat to leaders. After all, they wish to impress their superiors with their skills. Although I met with the leaders during the week prior to the workshop, this was not enough time. The evaluators must, then, be with the leaders for whatever length of time is necessary for trust to develop.

The evaluators must be very careful that by their very presence they do not become too significant a variable in interference with the workshop. In some sections of the workshop I was a leader, in some a participant, in some both a participant and a leader, and at times none of those. It should be resolved prior to the workshop, by mutual consent, exactly what place the evaluators will have in the workshop.

If testing is to indicate pre-workshop attitude, it must occur before other activity occurs. It was unfortunate that the pre-testing did not occur before the Superintendent's initial address in this study.

In conclusion, I would like to comment about the leaders and participants of this workshop. I have never seen such an outstanding group of professionals. They are without exception hard-working, intelligent, highly verbal, personable, and most of all deeply committed to one goal - bring quality education to the students in their charge. To them subject matter is important, but of far greater importance is the personal growth of the students. To the teachers and leaders of "X" Regional Junior High School, my humble thanks; for this study, yes, but more particularly for letting me become a part of your lives.

APPENDIX A

"X" Regional Junior High Workshop
Schedule

Workshop Planning Schedule

I. Teams

<u>Team I, Resource Center</u>	<u>Team II, T. V. and Dial Lab</u>	<u>Team III, Human Relations and Evaluation</u>
Names of Leaders	Names of Leaders	Names of Leaders

II. Daily Schedule (8 a.m. to 4:45 p.m.)

	Monday Aug. 18	Tuesday Aug. 19	Wednesday Aug. 20	Thursday Aug. 21	Friday Aug. 22
8:00-8:30					
8:30-9:00					
9:00-9:30	Team A	Team A	Team A	Team A	Team A
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30	Informal	Informal	Informal	Informal	Informal
11:30-12:00	work	work	work	work	work
12:00-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:30	Building	Orientation	Team B	Team B	Team B
1:30-2:00	Team B	Team B	Team B	Team B	Team B
2:00-2:30					
2:30-3:00					
3:00-3:30	Team C	Team C	Team C	Team C	Team C
3:30-4:00					
4:00-4:45					

III. Planning Meetings

All teams should plan to meet in the Central Administration meeting center of the new Junior High at 2 p.m. on these dates:

Monday, Aug. 4, 1969

Thursday, Aug. 7, 1969

Monday, Aug. 11, 1969

Thursday, Aug. 14, 1969

Detailed planning and preparation of materials should be accomplished prior to each of these dates.

Mr. "A"

Mr. "B"

APPENDIX B

"X" Regional Junior High Workshop
Section III
Human Relations
(Mimeographed Handouts)

Objectives of H. R. Orientation

I. Monday

1. After presentation by a group of children responding to several stimulus words, the participants will
 - a. Tell what changes occurred in the behavior of students:
(1) physiological (2) verbal (3) interaction.
 - b. Identify possible factors which might have contributed to behavior change (anxiety, meaning of interest, aversions, feedback, feeling tone, acceptance by the group of contributions, etc.)
2. After presentation of a "teacher" responding in different behavioral patterns to several children in a teaching situation, the participants will
 - a. Identify differences in responding to each of the children. (support, imposed structure, diversion from less plan)
 - b. Give possible assumptions that the "teacher" might have made and the objective evidence for making these assumptions. (anxiety symptoms, ego strength, good of total group, hindrance to the child's progress, teacher's feelings of "good" or "bad", teacher's comfort or discomfort.)

II. Tuesday

After reading and small group discussion about criteria of a mentally healthy person, the participants will formulate a

list of behaviors within each category which are socially acceptable and a list of deviant social behaviors.

III. Wednesday

After presentation and large group discussion of roles in group interaction, the participants will practice identifying and playing the various roles within the small group situation. (Leadership - 3 types--supporter, clarifier, questioner, challenger, information supplier, summarizer, harmonizer, coordinator, observer, recorder.) (Discussion will center around analysis of previous group interaction)

IV. Thursday

5. After large group presentation on environmental mastery and problem solving, the participants will:

- a. Select a task or problem for their small group.
Determine criteria for evaluation of the end product.
- b. Discuss alternatives for accomplishing or solving the task or problem.
- c. Make a decision on the most efficient alternative.
- d. Implement the decision.
- e. Evaluate the outcome according to original criteria.
- f. Evaluate the directness of the process.
- g. Discuss how each step might be accomplished more effectively.
- h. Discuss the roles of the various participants.
- i. Discuss the feelings of individuals throughout the

process.

V. Friday

In small group discussion, the participants will write practical suggestions for integrating academic and social-emotional growth within the regular school program.

TEACHER EVALUATION

The following teacher evaluation form has been prepared to improve the total educational effectiveness of the "Y" Regional school systems. We believe that professional growth is dependent upon continuous self evaluation. With our present emphasis on co-operative and team teaching, peer evaluation is becoming an integral part of the evaluation process. This evaluation is an attempt to help teachers focus on their behavior and to take appropriate action to bring about positive change.

We recognize several weaknesses in this form which we have been unable to overcome to date. These include:

1. Its length, complexity and tediousness;
2. Omission of various aspects included in teachers' job descriptions;
3. Incorporation of areas not previously evaluated without sufficient staff orientation;
4. Occasional idealism;
5. Excessive behavioral emphasis.

We have attempted to incorporate many of your suggestions but realize that further revision will be required after we have utilized the instrument.

The format of this form contains four sections: I. Diagnosis, II. Planning, III. Implementation, and IV. Evaluation. In addition we are providing a rating scale for your use in determining your own strengths and weaknesses. This rating scale must be completed in

November and the statement of completion returned to the superintendent before November 28.

In February you will be asked to meet with others of your team or department to evaluate your group effectiveness on the same scale. We recommend that you repeat the self evaluation in May to determine changes which have occurred in your behavior throughout the year. The criteria contained in the evaluation will be used for purposes of administration; however your self evaluation will be for your personal use only.

I. DIAGNOSIS

The teacher;

- A. utilizes a variety of assessment techniques including
 - 1. pupil's comments and self-evaluations.
 - 2. teacher observations.
 - 3. case conferences.
 - 4. cumulative reports.
 - 5. pupil personnel staff consultations.
 - 6. objective test results.
- B. distinguishes specific strengths and weaknesses of each student in the following areas of growth:
 - 1. Academic.
 - 2. Social-Emotional.
 - 3. Physical.

II. PLANNING

The teacher;

- A. works cooperatively with other teachers in a professionally responsible manner to provide for the individual differences that exist within a learning group.
 - 1. gives and takes in verbal interaction.
 - 2. submits original ideas and approaches.
 - 3. considers a variety of alternatives.
 - 4. selects jointly the most appropriate solutions or procedures.
 - 5. follows selected procedures without complaint.

6. supports consensual decisions.
- B. states performance objectives aimed at meeting the needs of individual pupils upon request of staff members or parents.
- C. formulates specific alternative plans for reaching stated objectives.
 1. selects content pertinent to the needs, abilities and interests of individual pupils.
 2. plans a variety of appropriate instructional methods to be used.
 3. determines the appropriate instructional equipment and materials to be used.
 - a. Texts & Reference Books f. Worksheets
 - b. Arts & Crafts Materials g. Maps & Charts
 - c. Manipulative Devices h. Pictorial Materials
 - d. Models i. Plant & Animal Specimens
 - e. Bulletin Boards j. Field Problems
 - k. Audio-Visual Equipment
 - (1) Overhead Projector
 - (2) Record Player
 - (3) Tape Record
 - (4) Filmstrip Projector
 - (5) Eight Millimeter Projector
 - (6) Sixteen Millimeter Projector
 - (7) Opaque Projector
 - (8) Commercial T.V.

II. PLANNING (con't.)

(9) Video Tapes

4. structures the content, instructional methods, and materials in order to evoke a variety of pupil responses.
- a. __Watching b. __Feeling c. __Listening d. __Reading
- e. __Verbalizing f. __Executing Meter & Manipulative Skills
- g. __Recalling h. __Outlining i. __Classifying j. __Interpreting
- k. __Recognizing Assumptions l. __Comparing m. __Hypothesizing
- n. __Evaluating o. __Generalizing p. __Defining Problems
- q. __Creating Originals r. __Solving Problems

III. IMPLEMENTATION

The teacher:

- A. works cooperatively with other teachers, sharing in
 1. verbal communication.
 2. responsibility for instruction.
 3. adaptation of curriculum based on pupil change as determined by on-going evaluation.
- B. carries out specific plans outlined under II. C. (Formulating Plans.)
 1. select appropriate content. (C.1.)
 2. uses a variety of instructional methods, equipment and materials.
 3. evokes a variety of pupil responses. (C.4.)
- C. assumes a role consistent with the stated behavioral objectives.

III. IMPLEMENTATION (con't)

1. Leadership-
 - a. utilizes the participatory organizational structure in classroom situations.
 - b. employee autocratic.
 - c. laissez-faire organizational patterns when objectives necessitate such structure.
 2. Supporter- assists, verifies and comforts.
 3. Clarifier- restates a concept in order to make it clear.
 4. Questioner- elicits information.
 5. Challenger- questions the validity of opinions, ideas, and concepts.
 6. Information Supplier- supplies facts.
 7. Summarizer- brings together and states material previously discussed.
 8. Harmonizer- reconciles personality and viewpoint differences.
 9. Coordinator- organizes personnel and material for problem solving.
 10. Observer- objectively perceives and takes note of individual and group behavior for evaluation and planning behavior change.
- D. share and interpret educational objectives with his pupils.
1. The pupil can state his educational objectives.
 2. The pupil can tell why his objectives are important to him.

III. IMPLEMENTATION (con't.)

- E. demonstrates the use of behavioral variables in order to promote positive student motivation.
 - 1. increases or decreases tension for optimum learning.
 - 2. promotes pleasant feeling tone.
 - 3. conveys enthusiasm and interest.
 - 4. provides the student with opportunities of success.
 - 5. communicates the results of the pupil's performance to him.
 - 6. encourages his students to learn for purposes of self-enhancement rather than for external rewards.
- F. structures situations to provide daily feedback from students.
 - 1. Group discussions
 - 2. Individual Conferences
 - 3. Opportunities for Demonstration of Skills & Concepts in Related Activities
 - 4. Tests
 - 5. Written Assignments
- G. provides his students with a realistic evaluation of their work in a manner conducive to the students' growth and well-being.
- H. assists and encourages each student to evaluate his progress.
- I. writes objective observations of student behavior for purposes of team evaluation and planning, referral and case conferences.

III. IMPLEMENTATION (con't.)

J. makes assumptions relating student behavior to the students.

K. alters lesson plans and personal behavior when pupil behavior suggests lack of growth or negative social effects.

L. modified his own personality traits and behavior to provide a model of a mentally healthy, mature adult.

1. Self Acceptance: accepts and discusses objectively the following qualities in himself, his fellow staff members, and his students without overwhelming embarrassment, defensiveness or guilt.

- | | |
|---------------------------|-----------------|
| a. Virtues | d. Capacities |
| b. Impulses | e. Goals |
| c. Personal Feelings | f. Shortcomings |
| g. Background Experiences | |

2. Self Actualization:

- a. discusses and provides for meeting the immediate needs of himself, fellow staff members and students without losing sight of long-range effects.
- b. postpones immediate personal pleasure and reward to facilitate progress toward long-range objectives.
- c. feels that his contribution as a teacher is worthwhile.

3. Coherence of Personality:

- a. maintains a stable balance between unconscious impulses, intellectual functioning and concern for others.
- b. adjusts to a variety of viewpoints and unfamiliar situations.

III. IMPLEMENTATION (con't.)

- c. maintains a personal unifying life philosophy which provides a framework for decision making.

4. Autonomy:

- a. makes decisions based on both socially accepted norms and personal convictions.
- b. accepts the authority of others without yeilding his own beliefs.
- c. challenges policy which appears harmful to individuals or groups within a society.
 - (1) requests confrontation.
 - (2) organizes opposing concepts and persons to present consensual need for change.
 - (3) plans effectively for activating change.
 - (4) discusses rationally.

5. Perception of Reality:

- a. considers the perception, ideas and beliefs of others.
- b. distinguishes his own perceptions, ideas and beliefs from those of others.
- c. acts in accordance with objective accumulated information.

6. Problem Solving:

- a. relates to others in a personally satisfying and socially acceptable manner.
- b. adapts and adjusts personal behavior to meet situational requirements.

III. IMPLEMENTATION (con't.)

- c. Solves problems in an organized and consistent manner.
 - (1) defines the problem.
 - (2) considers a variety of alternatives.
 - (3) determines the most appropriate alternative.
 - (4) implements a plan of action.
 - (5) evaluates results.
 - (6) adjusts behavior accordingly.
- d. maintains appropriate feeling and directness of approach in the problem solving process.

7. Sense of Humor:

- a. sees incongruity in life situations and daily events.
- b. utilizes humor to allay anxiety temporarily.
- c. utilizes humor letting it interfere with responsible action.

IV. EVALUATION

The teacher:

- A. re-evaluates (at appropriate intervals) specific strengths and weaknesses of his pupils in terms of behavioral objectives. (For use in daily instruction, feed-back to students, unit completions, parent reports, referrals, and case conferences.)

1. Intellectual

- a. collects data regarding the pupil's behavior in a variety of learning situations.

IV. EVALUATION (con't.)

- (1) Content- states the relationship between the degree of personal involvement and certain instructional units.
 - (2) Methods- states the relationship between pupil performance and various instructional methods.
 - (3) Materials- states the relationship between pupil performance and various instructional materials..
 - (4) Variables- identifies the variables which are most useful in promoting the development of skills and concepts.
- b. oversees the recording of objective test results.
 - c. utilizes the above information to measure growth in terms of established objectives.
 - d. makes assumptions for future planning based upon evaluation of progress.

2. Social-Emotional

- a. records behavioral observations concerning peer relations.
 - (1) Communication Skills
 - (2) Structured Activities
 - (3) Free Choice Activities
- b. records behavioral observations concerning pupil-adult relations.
 - (1) Communication Skills

IV. EVALUATION (con't.)

(2) Authoritarian Situations

(3) Permissive Situations

- c. records judgments on the mental health of each child
in accordance with the criteria provided in III. L.
- d. compares and summarizes social-emotional growth.

3. Physical

- a. oversees the accumulation and maintenance of
pertinent information including:
 - (1) daily attendance of pupils.
 - (2) reports prepared by special staff members.
 - (3) behavioral observations of the pupil's physical
activities.
 - (a.) Gross Muscle Coordination
 - (b.) Fine Muscle Coordination
 - (c.) Total Physical Involvement
 - (c₁) Structured Situations
 - (c₂) Unstructured Situations
- b. compares and summarizes growth in the following areas:
 - (1) physical skills.
 - (2) physical participation.
 - (3) physical health.

HUMAN RELATIONS WORKSHOP

DAILY FEED-BACK CHECKLIST

(Circle One)

Monday Tuesday Wednesday Thursday Friday

(Check Yes or No)

- | | | : Yes: | No : |
|---|-------|--------|------|
| 1. There was too much new material presented. | _____ | : | : |
| 2. There was too little new material presented. | _____ | : | : |
| 3. The small group discussion was worthwhile. | _____ | : | : |
| 4. The subject applies to me as a staff member. | _____ | : | : |
| 5. The session was too personal. | _____ | : | : |
| 6. I know what you're talking about. | _____ | : | : |
| 7. There was enough individual participation. | _____ | : | : |

(Communicate specifically!)

1. I don't understand _____
_____.
2. I would like to know _____
_____.
3. I would like to discuss _____
_____.
4. I do not agree with _____
_____.
5. I feel uncomfortable about _____
_____.
6. Other comments: _____

APPENDIX C

"X" Regional Junior High Workshop
Section I
Resource Units
(Mimeographed Handouts)

WORKSHOP ON RESOURCE CENTER
Resource Unit

Name: _____

Subject Matter Area: _____

Proposed Project: _____

Does it use:

- ☐ Sound
- ☐ Graphics
- ☐ Print

What equipment will you need:

equipment	day
<input type="checkbox"/> Tape recorder	_____
<input type="checkbox"/> Visual maker	_____
<input type="checkbox"/> 3M Copier	_____
<input type="checkbox"/> 8mm Camera	_____
<input type="checkbox"/> Typewriter	_____
<input type="checkbox"/> Other _____	

What do you plan to use for student response:

- ☐ Short answer response sheet
- ☐ Suggested follow-up activities
- ☐ Prepared response activities
- ☐ Suggestions of further studies on this area

OBJECTIVES

Workshop on Resource Center

1. To become acquainted with available materials in resource area in your discipline and other disciplines.
2. To be able to evaluate the following tools of the resource center:
 - a. contract
 - b. daily self-evaluation report
3. To outline a specific pattern of resource center use (not just an occasional student or a full class presentation).
4. To prepare at least one unit of individual study to be placed in a resource center that meets the following criteria:
 - a. Multisensor
 - b. Involves the learner in choice of activities and response
 - c. Emphasizes graphics, text and sound in both presentation and response patterns
 - d. States both terminal and unit objectives
 - e. Indicates possibilities of continued study (open-ended)

"Z" ELEMENTARY SCHOOL
"Y", Massachusetts

CONTRACT

NAME:

Subject Matter Area:

Project Area:

Proposed Materials:

I WILL PRESENT:

TIME:

Signature:

Librarian Approval:

Teacher Approval:

Date:

Instructions governing the use of the CONTRACT. This is to be introduced to the children in the third grade who are able and will profit from working individually in the Instruction Materials Center.

SUBJECT MATTER AREA:

This is the subject in which the child is working. At this time, the area will be Reading. Later, other areas may be introduced.

PROJECT AREA:

Ex. - Science -- Geology

Biography -- Alexander Hamilton

PROPOSED MATERIALS:

This is what the child will decide to do. He will list all the materials he has investigated as possibilities. Presupposes assistance of aides or librarian in locating material.

***** It will be necessary to teach the proper technique for listing this material on the contract. Along with this skill, the child will need to become familiar with the use of the materials in the library.

I WILL PRESENT:

An explanation of what the child will present to the class, to the teacher, or to a small group of his peers.

CONTRACT instructions (con't.)

TIME:

A realistic judgment of the time necessary to complete this contract.

SIGNATURE:

The student's signature.

LIBRARIAN APPROVAL:

This may or may not be necessary. However, it will indicate to the librarian what the child has been doing, what resources he found of value, and how he decided to organize the material.

TEACHER APPROVAL:

Teacher's signature indicates permission to complete the contract, approval of materials chosen, approval of the proposed presentation. It is at this point that the teacher may want to impose limitations on the kinds of media used or may wish to suggest something additional the child has overlooked.

***** At no time is the child to be bound by the original list of materials. If he discovers something new which he feels might add to his report, he may discuss it with his teacher--- then if she is agreeable, it may be added to the Contract.

DISPOSITION OF CONTRACT:

After the student has completed the Contract, including his presentation, the material should be filed by the teacher so that reference may be made to this if the need arises.

REFORMATION:

1. Map of Holy Roman Empire & World.
Compare religions at time of Reformation.
Compare politics at time of Reformation.
2. Martin Luther
3. John Calvin
4. John Knox
5. Albrecht Durer
6. The Peasants' Life & Revolt
7. Ulrich Zwingli
8. The Burghers & Jacob Faggar
9. The Counter - Reformation - Francis Xavier
10. Machiavelli - "The Prince"
11. Charles V & The Council of Trent
12. St. Ignatius Lozola and the Jesuits
13. John Tetzel
14. History of Christianity

RENAISSANCE:

1. Greece - Myths & legends
2. Greece - People, culture & decline
3. Greek & Roman contributions to the Renaissance
4. Rome - People, culture & decline
5. Map showing Greece, Rome & Renaissance, Europe.
Compare climate, politics, production.
6. Medieval life
7. Medieval folktales
8. Medieval Religion
9. Leonardo da Vinci
10. Raphael
11. Michelangelo
12. Scientific progress during the Renaissance
13. Renaissance - People and culture
14. Renaissance religions

Renaissance:

F-Filmstrip
T-Transparency
B-Book

Maps

T Europe in Perspective
T Political Europe World Geography
T Natural Vegetation of the World
T Major Climates of the World
T Ocean Currents of the World
T Prevailing Winds of the Earth
T Renaissance
T Physical Europe

Background Information - Greece & Rome

Life R#67 Greece Pride & Fall
Historical Reconstruction of Rome Pictures AV Closet
Life R#14 Greece - Myths, Gods & Heroes
Globe of Constellations
T Greece & Rome World Geography
T Origin & Spread of Civilization World History & Culture
T Contributions of Classical Civilization
F The Grandeur That Was Rome H-31
F The Glory That Was Greece H-33
F Greece Cradle of Culture H-141
F Living Legacy of Greece & Rome AV Closet (Box)
F Life in Ancient Greece H-139
F Life in Ancient Rome H-138
F Our Heritage from Greece J-36
F Rome J-32
Life R #3 Greece The Bulk of Reason
Life R #5 Rome The 1300 Years
Life R #16 Rome: Lively Hub of Empire Life
VT Pictures Ancient Rome

Renaissance:

Background Information - Medieval

T Medieval Society World History & Culture
T Medieval Manor
T Medieval Farming
T Medieval Crafts
T Medieval Knowledge
T Feudalism & Northern States

F The Nations Arise - The Dark Ages H-30
F Man Achieves New Freedoms - The Middle Ages H-29
F The Medieval Church H-46
F Medieval Towns & Cities H-47
F Feudalism H-48
F Migrations of Medieval People H-49
F Our Heritage from Medieval England J-33
F Life in the Middle Ages H-42
VT Pictures The Middle Ages
Life Reprint 43 History of West Culture The Medieval World
F Robin Hood R-33
F King Arthur & The Magic Sword

LEVEL

Grades 3 & 4

READING

UNIT

OLD

TALES

Resource Unit

Subject	Reading
Level	Grades 3 and 4
Unit	Old Tales

Terminal Performance Objective

Suggested Media

Response Sheet

Self-Assessment

TERMINAL PERFORMANCE OBJECTIVE:

TALES FROM LONG AGO

The term Tale suggests an ancient oral tradition. The origins of these tales are so remote that we find conflicting evidence when we try to discover their origins.

This term usually describes a fictional narrative, told or written, with more or less conscious artistry. There is likely to be:

1. a strong plot
2. plenty of action and suspense
3. moral truths told in story form
4. a definite and satisfying ending

The ancient tales have high entertainment value--they are testimony to the universal love of a good story.

UNDERSTANDING

1. Ancient tales were told before they were written, and often the sources are unknown to us.
 2. The most popular tales have been written in different languages, at many different times. That is why we sometimes hear versions that vary in the language and the details of of the story.
 3. Ancient tales often show in their style that they were originally passed on by word of mouth.
 4. The art of the storyteller has persisted throughout history.
- A. Upon completion of this unit you will be able to identify an old tale by its strong plot, the action or suspense of the story, the

UNDERSTANDING (con't.)

moral truths that may be expressed in the story, and finally, its definite and satisfying ending.

- B. You will be able to discuss likenesses and differences in two versions of the same tale.

SUGGESTED MEDIA

Books: Alexander, B., Pandora's Box

Buff, M. & C., The Apple and the Arrow (William Tell)

Coolidge, Olivia, "Daedalus", Greek Myths

White, A. T., "Daedalus", Golden Treasury of Myths & Legends

Creswick, Paul, Robin Hood

Hawthorne, Nathaniel, Pandora's Box

Pyle, Howard, Merry Adventures of Robin Hood

Longfellow, H. W., The Song of Hiawatha

Scherman, K., William Tell

Robinson, M., King Arthur and His Knights 398.2 Rob

Schneider, E., King Arthur and the Knights of the Round Table

(adapted from H. Pyles story)

398.2 Pyl

Records:

Robin Hood

William Tell

Song of Hiawatha

Filmstrips:

Robin Hood and Allan-a-Dale

R33

<u>William Tell</u>	R44
<u>King Arthur and the Magic Sword</u>	R37
<u>Daedalus and Icarus</u>	ARHS

Tapes:

Pandora Univ. of Colorado Tape/Audio 15"

Sample:

Comparisons

Pandora's Box	--	Tape - Books
Daedalus Icarus	--	Books - Filmstrip
Merry Adventures of Robin Hood	--	Book - Filmstrip - Poem
William Tell	--	Record - Filmstrip - Books

Response Sheet

List three likenesses and three differences you observed in the versions of the tales you chose to study.

Likenesses

- 1.
- 2.
- 3.

Differences

- 1.
- 2.
- 3.

Self Assessment-----Material which may be used for group discussion

1. List the two stories you felt had the most satisfying endings.
 - 1.
 - 2.
2. Which of the stories did you enjoy the most? If you studied the story in more than one form, which form or medium did you prefer? Will you explain your reason for this?
3. Do you feel that most of the stories you read had the characteristics listed in the beginning of the unit? Are they truly "old tales?"

CONTRACT FOR THE INDIVIDUAL STUDIES CENTER

"X" Regional Jr. High School

Name.....Grade.....

Subject Matter Area.....

Name of Program.....

Expected Value of the Program:

Brief description of program (State exactly what it is you are going
to use and how you are going to use it):

Results to be presented for credit:

Estimated time to complete.....

Signature.....

Approved by.....

Date.....

Completion date.....

Student Evaluation:

Teacher Evaluation:

WORKSHOP ON RESOURCE CENTER

DAILY EVALUATION SHEET

Date: _____

1. What aspects of this morning's program were most valuable to you?

2. What parts of this morning's program were least helpful to you?

APPENDIX D

"X" Regional Junior High Workshop
Section II
Micro-Teaching
(Mimeographed Handouts)

WORKSHOP - AUGUST 18-22, 1969

MICRO-TEACHING - WHAT, AGAIN?

Monday, August 18th

- | | |
|--------------|---|
| 1:30-2:00 PM | Film & Preliminaries |
| 2:00-2:30 PM | Independent Study - Preparation of 5-minute TV Show |

Tuesday, August 19th

- | | | |
|-----------|------------------------|---------|
| 1:30-1:50 | North Teachers' Lounge | Group A |
| | South Teachers' Lounge | Group B |
| 1:50-2:10 | North Teachers' Lounge | Group C |
| | South Teachers' Lounge | Group D |
| 2:10-2:30 | North Teachers' Lounge | Group E |
| | South Teachers' Lounge | Group F |

Wednesday, August 20th

- | | | |
|-----------|------------------------|---------|
| 1:30-1:50 | North Teachers' Lounge | Group G |
| | South Teachers' Lounge | Group H |
| 1:50-2:10 | North Teachers' Lounge | Group I |
| | South Teachers' Lounge | Group J |
| 2:10-2:30 | North Teachers' Lounge | Group K |
| | South Teachers' Lounge | Group L |

NOTE: AFTER YOU HAVE DONE YOUR THING, YOU HAVE UNSCHEDULED TIME.
PLEASE TURN IN YOUR COMPLETED 5-MINUTE SCRIPT BY AUGUST 20TH.

OBJECTIVES:

Micro Teaching

TO BE ABLE TO:

1. Prepare a 5-minute TV unit.
2. Present this to a small group on video-tape (if time permits).
3. Critique the video-taped unit.

Porta Pak TV

TO BE ABLE TO:

1. Set up and operate Porta Pak T.V. Camera.
2. Set up and operate Video Tape Recorder.
3. Use Porta Pak camera and recorder by producing a short tape.

APPENDIX E

"X" Regional Junior High Workshop
Testing

SEMANTIC DIFFERENTIAL

"E" Massachusetts
Summer, 1969

REGIONAL JUNIOR HIGH WORKSHOP

Directions: The purpose of this inventory is to obtain your reactions to certain concepts related to the workshop. Each concept is followed by a set of scales. Please try to rate each concept on each scale as presented.

Here is how you are to use the scales:

If you feel that the concept is very closely related to one end of the scale, you should place your checkmark as follows:

Fair X _____ _____ _____ _____ Unfair

Fair _____ _____ _____ _____ _____ Unfair

If you feel that the concept is moderately related (but not highly related) to one or the other end of the scale, you should place your checkmark as follows:

Strong _____ X _____ _____ _____ Weak

Strong _____ _____ _____ X _____ Weak

If you consider the concept to be neutral on the scale, place your checkmark in the middle space:

Safe _____ _____ X _____ _____ Dangerous

Teacher Number _____ Date _____

1. INSERVICE TEACHER WORKSHOPS ARE IMPORTANT IN IMPROVING
CLASSROOM EFFECTIVENESS

Good	_____	_____	_____	_____	_____	Bad
Ugly	_____	_____	_____	_____	_____	Beautiful
Sweet	_____	_____	_____	_____	_____	Sour
Dirty	_____	_____	_____	_____	_____	Clean
Tasty	_____	_____	_____	_____	_____	Distasteful
Worthless	_____	_____	_____	_____	_____	Valuable
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bitter	_____	_____	_____	_____	_____	Sweet
Happy	_____	_____	_____	_____	_____	Unhappy
Profane	_____	_____	_____	_____	_____	Sacred
Fragrant	_____	_____	_____	_____	_____	Foul
Dishonest	_____	_____	_____	_____	_____	Honest
Fair	_____	_____	_____	_____	_____	Unfair
Awful	_____	_____	_____	_____	_____	Nice

2. IF YOU REALLY WANT TO HELP YOUR STUDENT'S PERSONALITY GROWTH,
YOU NEED TO KNOW THEIR ATTITUDES AND FEELINGS

Good	_____	_____	_____	_____	_____	Bad
Ugly	_____	_____	_____	_____	_____	Beautiful
Sweet	_____	_____	_____	_____	_____	Sour
Dirty	_____	_____	_____	_____	_____	Clean
Tasty	_____	_____	_____	_____	_____	Distasteful
Worthless	_____	_____	_____	_____	_____	Valuable
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bitter	_____	_____	_____	_____	_____	Sweet
Happy	_____	_____	_____	_____	_____	Unhappy
Profane	_____	_____	_____	_____	_____	Sacred
Fragrant	_____	_____	_____	_____	_____	Foul
Dishonest	_____	_____	_____	_____	_____	Honest
Fair	_____	_____	_____	_____	_____	Unfair
Awful	_____	_____	_____	_____	_____	Nice

3. RESOURCE CENTERS ARE EFFECTIVE AS VEHICLES IN PROVIDING
INDIVIDUALIZED STUDY

Good	_____	_____	_____	_____	_____	Bad
Ugly	_____	_____	_____	_____	_____	Beautiful
Sweet	_____	_____	_____	_____	_____	Sour
Dirty	_____	_____	_____	_____	_____	Clean
Tasty	_____	_____	_____	_____	_____	Distasteful
Worthless	_____	_____	_____	_____	_____	Valuable
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bitter	_____	_____	_____	_____	_____	Sweet
Happy	_____	_____	_____	_____	_____	Unhappy
Profane	_____	_____	_____	_____	_____	Sacred
Fragrant	_____	_____	_____	_____	_____	Foul
Dishonest	_____	_____	_____	_____	_____	Honest
Fair	_____	_____	_____	_____	_____	Unfair
Awful	_____	_____	_____	_____	_____	Nice

4. WHAT? MICROTEACHING AGAIN?

Good	_____	_____	_____	_____	_____	Bad
Ugly	_____	_____	_____	_____	_____	Beautiful
Sweet	_____	_____	_____	_____	_____	Sour
Dirty	_____	_____	_____	_____	_____	Clean
Tasty	_____	_____	_____	_____	_____	Distasteful
Worthless	_____	_____	_____	_____	_____	Valuable
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bitter	_____	_____	_____	_____	_____	Sweet
Happy	_____	_____	_____	_____	_____	Unhappy
Profane	_____	_____	_____	_____	_____	Sacred
Fragrant	_____	_____	_____	_____	_____	Foul
Dishonest	_____	_____	_____	_____	_____	Honest
Fair	_____	_____	_____	_____	_____	Unfair
Awful	_____	_____	_____	_____	_____	Nice

5. IN ORDER TO HELP STUDENTS IN THEIR PERSONALITY GROWTH, YOU
NEED TO KNOW YOUR OWN "HANGUPS"

Good	_____	_____	_____	_____	_____	Bad
Ugly	_____	_____	_____	_____	_____	Beautiful
Sweet	_____	_____	_____	_____	_____	Sour
Dirty	_____	_____	_____	_____	_____	Clean
Tasty	_____	_____	_____	_____	_____	Distasteful
Worthless	_____	_____	_____	_____	_____	Valuable
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bitter	_____	_____	_____	_____	_____	Sweet
Happy	_____	_____	_____	_____	_____	Unhappy
Profane	_____	_____	_____	_____	_____	Sacred
Fragrant	_____	_____	_____	_____	_____	Foul
Dishonest	_____	_____	_____	_____	_____	Honest
Fair	_____	_____	_____	_____	_____	Unfair
Awful	_____	_____	_____	_____	_____	Nice

6. RESOURCE MATERIALS CREATED OR COMPILED BY YOURSELVES HAVE MORE
RELEVANCE THAN COMMERCIAL PRODUCTS

Good	_____	_____	_____	_____	_____	Bad
Ugly	_____	_____	_____	_____	_____	Beautiful
Sweet	_____	_____	_____	_____	_____	Sour
Dirty	_____	_____	_____	_____	_____	Clean
Tasty	_____	_____	_____	_____	_____	Distasteful
Worthless	_____	_____	_____	_____	_____	Valuable
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bitter	_____	_____	_____	_____	_____	Sweet
Happy	_____	_____	_____	_____	_____	Unhappy
Profane	_____	_____	_____	_____	_____	Sacred
Fragrant	_____	_____	_____	_____	_____	Foul
Dishonest	_____	_____	_____	_____	_____	Honest
Fair	_____	_____	_____	_____	_____	Unfair
Awful	_____	_____	_____	_____	_____	Nice

7. IT IS IMPORTANT FOR TEACHERS TO BE ABLE TO DISCUSS THEMSELVES
AND OTHERS FREELY AND OBJECTIVELY

Good	_____	_____	_____	_____	_____	Bad
Ugly	_____	_____	_____	_____	_____	Beautiful
Sweet	_____	_____	_____	_____	_____	Sour
Dirty	_____	_____	_____	_____	_____	Clean
Tasty	_____	_____	_____	_____	_____	Distasteful
Worthless	_____	_____	_____	_____	_____	Valuable
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bitter	_____	_____	_____	_____	_____	Sweet
Happy	_____	_____	_____	_____	_____	Unhappy
Profane	_____	_____	_____	_____	_____	Sacred
Fragrant	_____	_____	_____	_____	_____	Foul
Dishonest	_____	_____	_____	_____	_____	Honest
Fair	_____	_____	_____	_____	_____	Unfair
Awful	_____	_____	_____	_____	_____	Nice

8. IT IS IMPORTANT THAT STUDENTS RESPOND TO RESOURCE CENTERS AS
BEHAVIORAL LEARNING EXPERIENCES RATHER THAN AS A MASTERY OF
CONTENT

Good	_____	_____	_____	_____	_____	Bad
Ugly	_____	_____	_____	_____	_____	Beautiful
Sweet	_____	_____	_____	_____	_____	Sour
Dirty	_____	_____	_____	_____	_____	Clean
Tasty	_____	_____	_____	_____	_____	Distasteful
Worthless	_____	_____	_____	_____	_____	Valuable
Pleasant	_____	_____	_____	_____	_____	Unpleasant
Bitter	_____	_____	_____	_____	_____	Sweet
Happy	_____	_____	_____	_____	_____	Unhappy
Profane	_____	_____	_____	_____	_____	Sacred
Fragrant	_____	_____	_____	_____	_____	Foul
Dishonest	_____	_____	_____	_____	_____	Honest
Fair	_____	_____	_____	_____	_____	Unfair
Awful	_____	_____	_____	_____	_____	Nice

The California Personality Inventory

(Copied Directly from the Abstract in the Manual (7))

THE CALIFORNIA PSYCHOLOGICAL INVENTORY is a 480-item true-false questionnaire with 18 standard scales designed to measure personality characteristics significant in the daily living and social interaction of normal persons.

It differs from many existing tests in: (a) its emphasis on the positive and favorable aspects of personality as opposed to the morbid and pathological; (b) its development of scales to predict practical, meaningful, complex social outcomes of behavior rather than to measure abstract, or "undimensional" traits.

DEVELOPMENT OF SCALES

Fourteen of the 18 CPI scales were developed by the empirical method. In this technique, an aspect of behavior which one seeks to measure is defined, e.g., "personal dominance." A large pool of questionnaire items is then administered to persons who can be shown by some independent criterion to exhibit this characteristic or behavior strongly. The items are then analyzed to discover those responded to differentially by the criterion group and people-in-general. These items then constitute the scale for that particular dimension. Scales are thus not limited by the adequacy of preconceived ideas or theoretical formulations of how particular kinds of people will answer the items.

USE OF THE INVENTORY

During the past five years, the C.P.I. has been administered to

some 50,000 persons ranging in age from 12 to 70. Although a few items are inapplicable to younger people, test results are nearly always meaningful and interpretable with these subjects.

Because of its emphasis on normal persons, the inventory may find most general use for screening, evaluation, of counseling in schools, colleges, and industrial settings. However, low scores on some scales have been found particularly significant for certain types of problem behavior, e.g., persons with delinquent, social tendencies who become disciplinary problems tend to score low on So (socialization). Some special scales have also been developed for particular clinical and research problems. Methods for detecting dissimulation or "test-taking attitudes" are also available.

RELIABILITIES OF SCALES

Test-retest correlations based on 226 high school students with a lapse of 12 months between administrations of the inventory range from .57 to .77 for 16 of the 18 scales. Py (Psychological mindedness) and Cm (Commonality) yield lower coefficients, presumably because of their particular characteristics.

VALIDITIES OF SCALES

All C.P.I. Scales have been cross-validated a number of times. Criteria used have included ratings by peers, superiors, teachers, principals, professional psychologists; scores on other tests; and objective behavioral data.

EACH OF THE 18 C.P.I. Scales is designed to measure an important facet of their personal behavior. Together they are intended to provide a comprehensive survey of an individual from this social interaction point of view.

PROFILE SHEET FOR THE *California Psychological Inventory*: FEMALE

Name _____ Age _____ Date Tested _____

Other Information _____

Notes:

FEMALE NORMS

	Do	Cs	Sy	Sp	Sa	Wb	Re	So	Sc	To	Gi	Cm	Ac	Ai	Ie	Py	Fx	Fe
90	-	-	-	-55	-	-	-	-	-	-	-40	-	-	-	-	-	-	-
80	-45	-	-	-50	-30	-	-	-	-50	-	-35	-	-	-30	-	-20	-20	-35
70	-	-30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
60	-	-	-35	-45	-	-	-	-50	-45	-30	-	-	-35	-	-50	-	-	-
50	-	-	-	-	-25	-	-40	-40	-40	-25	-	-	-30	-20	-40	-	-10	-25
40	-25	-	-25	-35	-20	-	-35	-35	-30	-20	-	-25	-25	-15	-35	-10	-	-
30	-	-15	-20	-25	-15	-30	-25	-30	-20	-15	-10	-	-20	-10	-30	-	-5	-
20	-	-	-	-	-	-	-20	-25	-15	-	-	-	-	-	-	-	-	-
10	-	-	-10	-15	-10	-25	-15	-20	-10	-	-	-	-15	-5	-25	-	-	-
0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PROFILE SHEET FOR THE *California Psychological Inventory*: MALE

Name _____ Age _____ Date Tested _____

Other Information _____

Notes:

MALE NORMS															
Do	Cs	Sy	Sp	Sa	Wb	Re	So	Sc	To	Gi	Cm	Ac	Ai	le	Py
90	-	-	-55	-	-	-	-	-	-	-40	-	-	-	-	-
-45	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
80	-40	-30	-50	-30	-	-	-	-50	-	-35	-	-	-30	-50	-20
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
70	-35	-25	-40	-25	-	-40	-45	-45	-30	-30	-35	-25	-25	-45	-15
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
60	-30	-20	-35	-20	-40	-35	-40	-35	-25	-25	-	-30	-20	-40	-10
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
50	-25	-15	-30	-15	-35	-30	-35	-30	-20	-20	-25	-	-15	-35	-5
-20	-10	-20	-25	-10	-30	-25	-30	-25	-15	-10	-20	-20	-10	-30	-5
40	-15	-5	-20	-5	-25	-20	-25	-20	-10	-5	-20	-15	-5	-25	-10
-10	-5	-10	-15	-5	-20	-15	-20	-15	-5	-	-20	-15	-5	-25	-10
30	-5	-10	-15	-5	-20	-15	-20	-15	-5	-	-20	-15	-5	-25	-10
-5	-10	-15	-15	-5	-20	-15	-20	-15	-5	-	-20	-15	-5	-25	-10
20	-5	-10	-15	-5	-20	-15	-20	-15	-5	-	-20	-15	-5	-25	-10
-10	-5	-10	-15	-5	-20	-15	-20	-15	-5	-	-20	-15	-5	-25	-10
10	-5	-10	-15	-5	-20	-15	-20	-15	-5	-	-20	-15	-5	-25	-10
-5	-10	-15	-15	-5	-20	-15	-20	-15	-5	-	-20	-15	-5	-25	-10
0	-10	-15	-15	-5	-20	-15	-20	-15	-5	-	-20	-15	-5	-25	-10

Standard Scores

Standard Scores

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